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MODERN LANGUAGE TEACHING

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WALTER RIPPMANN

WITH THE ASSISTANCE OF

F. B. KIRKMAN, E. L. MILNER-BARRY, AND A. A. SOMERVILLE

VOLUME I.

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VOLUME I. No. 1 MARCH, 1905

MODERN LANGUAGE ASSOCIATION.

THE Annual General Meeting of the Modern Language Association was held at University College, Manchester, on January 12 and 13, 1905.

On Thursday, January 12, the chair was taken by the PRESIDENT (Professor M. E. Sadler, M.A., Victoria University of Manchester).

The Vice-Chancellor of Victoria University, Dr. HOPKINSON, attended at the commencement of the proceedings to welcome the Society. He said that it was with very great pleasure that he heard that the Society intended to meet in Manchester this year, and that it would be agreeable to them to meet within the walls of the Victoria University. The meeting at Manchester was especially pleasant to him owing to the fact that it was to be held under the presidency of one of the Professors of the University whose presence there was ever welcome. He would like to offer, on behalf of the University, a most hearty welcome to the Society, both to Manchester and to the University. The work of the Modern Language Association was a necessary one, although older and younger Universities alike were recognising more and more the important place which modern languages and the teaching of them would occupy in equipping students for their after-life. The subject had to be looked at from that point of view by those persons who had the working of educational institutions, and were brought into contact with parents, and were acquainted with their aspirations, their means, and the hopes which they entertained for the future of their children. It was not necessary to say anything to the members of the Society from the philological side of the teaching of modern languages, and the position which the study of them must take when the subject was dealt with

upon a University basis. The point of view that appealed to him with still greater interest was the literary one, and he hoped that in the literary branch as well as in every branch of language teaching they would all realize more and more the importance of stimulating in early life the literary interest of the students. Whether the subject studied was Latin, or Greek, or English, or any other modern language, let them try to call up in their young people—both boys and girls—something like literary enthusiasm, and a feeling that even a minute study of a language had a part in bringing out and realizing more completely and thoroughly the beauty of the mode of expression and the power of the thought to which the literary form was meant to give the most vivid expression. And he was sure that the University would welcome the Association the more at the present time, having regard to the fact that in the newly-formed Faculty of Commerce it would be found that the study of modern languages was an essential part of the work of the students. The mercantile community was looking to the Universities to afford facilities in that direction. The studies would, from a University point of view, aim very largely at dealing with the form of commercial correspondence, or what had been called by somebody 'commercial slang,' and the means of stating accurately and clearly in another language such things as had to be said. Teaching of that kind would be valuable, and he did not think that it would be at all beneath the dignity of a University to adopt it. No doubt things were changed since he attempted the study of modern languages at school. The result of the studies of the past had been a lamentable failure. He was sorry to say that one of the things which impressed itself more and more upon him from time to time in going about the world was a deep regret that modern language study had not had more attention paid to it, and that it was not carried on in a more efficient method in his own school-days. It was a hopeless thing for anyone whose mind was not constituted on a special and peculiar model to have to learn a modern language by turning to numerous rules with numerous exceptions, contained in a document which was not even rivalled by any of the codes which were issued from the Education Office. Such a method of learning to speak or write a modern language could not be salvation for anyone whose mind was constituted on the model of ordinary humanity. He was glad to know that the discussions of the Association would be devoted to some of the points which he had indicated, and that they would be carried on by persons who possessed real practical experience on the subject. He was sure that the kind of discussion which would take place, and the presence of those members of the Association with which the University was now

honoured, would be most heartily welcomed.

The PRESIDENT: You would wish me, ladies and gentlemen, before the Vice-Chancellor leaves us, to offer to him on your behalf an expression of thanks for his kindness in coming to welcome us, and for the encouraging words which he has addressed to us. (Applause.)

The HON. SECRETARY (Dr. E. R. Edwards) presented his report.*

The HON. TREASURER (Mr. de V. Payen-Payne) reported as follows: I have just been told by the Hon. Secretary that there is no balance-sheet; so you must take my word for it that we are in debt about £30. We have been unable to pay our printers' bill, £29 odd. It really is not so much that our expenses have been greater this year than our receipts, as that some years ago we had a big debt on our publication, the *Modern Language Quarterly*, amounting to nearly £75, and we have been paying that off gradually. As a matter of fact, we are in a better financial position this year than we were last year. Our Hon. Secretary has just told you of the munificent hospitality we received in Paris at Easter, and if we are to return the same hospitality to our French colleagues who, I hope, are coming over this Easter, I fear that we shall have to send round the hat to receive them in the same way as we were received ourselves.

* This is now in the hands of the members of the Association, as well as the balance-sheet.

A statement with regard to the publication of the Association, the *Modern Language Quarterly*, was, in the absence of Mr. Greg, read by Professor Rippmann.

Professor RIPPMANN said that he might be allowed to make one or two remarks with regard to the teaching section. As they had heard in the Secretary's report, it had been decided to have two publications, one of which was to be for teachers and was to be published about eight times a year. It had been very hard for him and those associated with him to obtain contributions to the magazine when there was a likelihood of those contributions not being published for several months. It was hoped that the teaching publication would be issued at regular intervals during term time, and he thought that he might promise that the whole thing would be carried on in a business-like fashion. He trusted very sincerely that all the members of the Association would take a keen interest in the publication, and that they would support him in his endeavours to make it of real use to teachers generally.

Mr. STORR begged leave, as Chairman of Committee, to move that the Secretary's report be received and adopted. It showed the multifarious activity of the Association in the past year, and he thought that it would be acknowledged that it showed, on the whole, progress all round. Perhaps they would say that Mr. Payen-Payne's statement did not, on the whole, show pro-

gress; but they had it on the authority of their late President that for an Association to be somewhat in debt was, at any rate, a sign of vast activity and promise for the future. The Committee had had many most anxious deliberations on the form which the publications of the Society should take. That Committee was a very strong one, comprising the leading members of the Association, and it came unanimously to the opinion that the two sections of the Society's publication must be in different forms, in different numbers, and with different editors. He did not think that, if all England was searched through, they would be able to find a more capable editor for the future quarterly than the one they had secured — Professor Robertson. He would say nothing about his old friend Professor Rippmann. They all knew the work he had done on the Quarterly in the past.

Mr. SOMERVILLE: I have very great pleasure in seconding the adoption of the report.

The motion was put to the meeting and carried unanimously.

Professor SADLER, in opening his address,* added his welcome to the members of the Association on their visit to Manchester. The meeting was held, he said, in a city which had strenuously upheld the conviction that no nation could live to itself alone, but that freedom of intercourse between the active workers in different countries was indispensable to the advance of knowledge and to a just outlook upon public affairs. The work of that Association was based in part on the belief that it behoved them to keep in touch with the world's movement in ideas, and, while firmly maintaining their national identity, to seek precision of thought and definiteness of aim through freedom of personal intercourse with other countries, rather than through self-contained isolation within the limits of their own land. In the educational movement which was now stirring the mind of England, certain conclusions seemed to be receiving almost general assent. First, that there was need for more of the humanities in the national education, need for more training of the imagination and the sympathies through the study of literature, history, and art, and need for more development of the power of expression in the mother-tongue. Secondly, that there was special need for the closer adjustment of the courses of study in the secondary schools for boys to the real requirements of those who were destined for important positions in business and administrative life. Thirdly, that it was becoming necessary to decide more definitely what should be the relation of the central authority of the State to the work of national education, and especially to the work of the secondary and higher schools. Fourth, that it was essential to secure for the schools, and especially for the secondary day-schools, a sufficient and steady supply

* For the report of this address we are indebted to the *Yorkshire Post*.

of highly competent and liberally educated teachers, and to retain their services by adequate salaries and suitable conditions of work. It was chiefly on the personality and intellectual and moral power and gifts and experience of the teacher, that the work of education depended.

The humanities in their deeper sense meant a study of man and of his environment; the physical conditions which affected his life; the language in which he expressed his thought; his relationships towards the various races with which he had to deal; the influence of past generations on the present; the economic factors which determined his wealth or poverty; the institutions which had been the backbone of his corporate life; his philosophy and his deals. From this point of view there was no ultimate conflict between the humanities and physical science. What was really at issue was, partly, the amount of time it was expedient to assign in a course of general education to each of the two disciplines, and chiefly the relative importance to be attached to the material, moral, and intellectual factors in the explanation of the course of human development. In the controversy between those who advocate the older form of classical education and those who desire a more modern form of training in the humanities, the points really in dispute were (1) the choice of a particular linguistic instrument for the training of the mind, and (2) though not to any great extent, a certain difference of view as to the relative claims upon the time of the student, of the study of man in the past, and the study of man in more recent days and in the present.

Was it not expedient, he asked, that the work and studies of their schools should be more consciously inspired by national feeling and by more definite national aims? He did not mean that their schools should inculcate boastful pride in the mere extent of the British dominions, or excite a spirit of vainglorious aggression towards other countries; but that a steady, quiet effort should be made to give the older pupils, especially in secondary schools, a stronger sense of social and Imperial problems—the question of the slums and the housing of the poor, of our colonial relationships, and of our responsibility towards dependent races, with which as a nation we had had to grapple; and to the geographical, historical, economic, and spiritual factors which needed to be taken into account in any attempt to solve them. He realized the very great difficulty of dealing with those matters owing to the complexity of the facts which had to be taken into account, and to the controversial character of some of the questions involved; but it should not be impossible to deal with the question in such a way as to prepare the mind for the careful and discriminating study of them, not in the spirit of partisanship, but of a just and watchful inquiry with a view to judicious action.

Was it not desirable that there should be in the studies of their schools more reality of intellectual interest, and that they should have a somewhat closer bearing on the real tasks of modern life? In the absence of this, had not the intellectual life of their secondary schools flagged somewhat, and been diverted to what, after all, were minor ends, such as the passing of examinations or the winning of scholarships? If they were to develop strong thinking powers among the boys who should be in the future the leaders in all departments of the national life, was there not need for more plain-speaking in our courses of higher education, upon those deeper matters which underlay and determined action and gave colour to the ideals of personal and national life? The difficulty was that we were puzzled—puzzled by the complexity of things, embarrassed by the claims of conflicting arguments, and of apparently conflicting experience; and being puzzled, we were silent. But in the meantime the world was moving forward, and the younger generation was insensibly forming its judgment, often without the guidance it had a right to ask. But any teacher who was to kindle the intellectual interest of his pupils must, in the present state of knowledge, have leisure himself to lead a vigorous intellectual life. The freshness and efficiency of his work would depend upon his mind growing in sympathy with their growth. This was especially true in the humanities.

In England people were not agreed, and never had been, in their judgment upon some of the fundamentals which were inseparable from education, in any worthy sense of the word. A national system of education, if it were to be a living thing, must correspond to and reflect the essential qualities of national life. For the first time for many generations the nation was endeavouring in England to build up a national system of education, efficient in all its parts. There ought, therefore, to be among our elementary, secondary, and higher schools a great variety, not simply of courses of study, but of opportunities of giving effective expression to those different ideals of individual and national life which alone could impart to education in the humanities its power over the thoughts and the wills of those who taught and of those who learnt. What it was necessary to preserve was variety in the national character. Instead of endeavouring by fixed and uniform systems of education to make people the same, should we not rather give free scope to everything that made for variety and to sincerity of personal conviction and of aim?

But to leave national education to individual effort alone, unaided by public subsidy, and subject to no public oversight and control, was impossible. The community had its claims as well as the individual and the family. How, therefore, to harmonize the control of the State with the needful variety

of individual initiative and with a wide range of differing convictions was the most crucial of all the administrative problems which we had to face. Did we not need at the present time in our higher and secondary education more State action rather than less? Was it not high time that action should be taken to secure an adequate standard scale of salary and of retiring allowances for the masters and mistresses in considerable numbers of secondary schools, which should be doing work on the highest plane? He ventured to urge that under the present conditions of thought and knowledge, especially in England, the part of the central authority of the State in national education was not to stand aloof altogether, nor to attempt to impose upon the whole of the rising generation a particular way of looking at things, nor to evade the real issue by encouraging the omission from education of that plain-speaking on deeper and controverted things which was essential to the communication of living interest in ideas; but rather to recognise, to stimulate, and, when necessary, to give ample financial aid to each and every type of efficient and needed school, aiming not at monopoly or uniformity, but at a comprehensive and national federation of different types of educational effort and of view. Their chief object should be to develop throughout the nation a well-informed and skilfully observant public and professional opinion in all subjects which bore upon the physical, intellectual, and moral training of the rising generation. (Applause.)

Miss M. K. POPE, Resident Tutor, Somerville College, Oxford, read a paper on 'The Place of Philology in Modern Language Teaching.'*

It was arranged that the discussion of the subject should be deferred until after a paper relating to the same subject had been read at the meeting of the following day by the Rev. H. J. Chaytor.

Mr. E. L. MILNER-BARRY moved: 'That this meeting of the Modern Language Association welcomes the report of the Cambridge Examinations and Studies Syndicate, and pledges itself to make every effort to further the carrying of this report.' He said that, when the Association met at Liverpool four years ago, he had the honour of moving a similar resolution, asking that in the entrance examination to the Universities a modern language should be allowed as an alternative to a classical language, and that that resolution was carried unanimously. He thought that it was a particularly auspicious circumstance that the University at Manchester had invited the Association to accept its hospitality on this occasion, because the recent report on examinations which emanated from the University of Cambridge could not fail to be without influence on the development of secondary education throughout the country. The Universities were, he held, the autho-

* This paper will be found on p. 22 and following.

rities to which secondary teachers looked. Those teachers asked the Universities to prescribe the curricula to which their boys were to be subjected, and as the number of Universities in the United Kingdom increased, each University would have its special geographical area over which its influence would predominate. In the report to which he had referred there were several very important alterations. The examination proposed was in lieu of the old previous examination, or 'Little-Go,' at Cambridge. He would read the requirements of the old 'Little-Go,' and then put before the meeting the new proposals. In Part I. of the present examination there was, first of all, a Gospel in Greek or an alternative paper on a Latin or Greek classic. Then there was a Latin classic or an alternative paper in Latin unprepared translation. Then there was a Greek classic, or an alternative paper in Greek unprepared translation; then Latin unprepared translation, the use of a dictionary being allowed; and lastly, there was Latin and Greek grammar. Those five papers must be taken by all students. Part II., as it at present existed, consisted of Paley's *Evidences* or an alternative paper in elementary logic, three mathematical papers, and an English essay; and there was an additional examination for candidates in honours—that is, for the triposes. It consisted of elementary trigonometry; or French translation from a set book, with questions on grammar, and French unprepared translation; or German translation from a set book, with questions on grammar, and German unprepared translation. In this additional examination candidates must take one modern language, which might be either French or German, or else mechanics and elementary trigonometry. In the proposals which were now before the University, and which would be voted upon some time in the month of February, the additional examination was abolished *in toto;* that is to say, all candidates, whether candidates for honours or for the ordinary degree, would have to take the same examination. That examination was split up into three parts. Part I. contained easy Latin unprepared translation with dictionary, Latin grammar, and easy passages of English for translation into Latin; easy Greek and unprepared translation with dictionary, Greek grammar, and short English sentences for translation into Greek; easy French unprepared translation, a passage of English for translation into French, and, as an alternative, a subject for original French composition — in other words, a free composition. Then easy German unprepared translation, translation from English into German, or German original composition. Every candidate had to take four papers; that is to say, both papers in each of the languages, one of the two being either Greek or Latin, provided that papers 5 and 7—that is to say, easy French unprepared translation and the easy German unprepared translation—might be taken instead

of the two papers in either French or German. In other words, an alternative was conceded for one of the classical languages, either for Latin or for Greek. It was not necessarily an alternative to Greek; it might be an alternative to Latin. Candidates might take a paper in French and a paper in German, or they might take two papers in either French or German. Part II. of the examination under the new scheme consisted of arithmetic, algebra, and geometry. Part III. was, like Parts I. and II., compulsory, and contained exercises in English composition, including subjects for an essay; one of the Synoptic Gospels and the Acts of the Apostles in English, a period of English history in outline, experimental mechanics and other parts of experimental physics, and elementary inorganic chemistry. In this part candidates were compelled to take the first paper—that is to say, exercises in English composition, including subjects for an essay—and to take any two of the other papers —one of the Synoptic Gospels and the Acts of the Apostles in English, or a period of English history, or experimental mechanics and other parts of elementary physics, or elementary inorganic chemistry. This was the proposal which was now before the University of Cambridge; and, of course, for teachers and students of modern languages the most important points in it were, first of all, the embodiment of the principle that in all languages, whether ancient or modern, textbooks were abolished in the examination; and, secondly, that the standard in Latin was raised by the inclusion of Latin prose, which formed no part of the present previous examination; and, lastly, the alternative of allowing one modern language if two papers were taken, or two modern languages if one paper in each was taken. These alternatives were allowed for one of the ancient languages. It was, he thought, really upon the last point, that of the alternative, that the controversy which seemed to be going on was waged. He thought that modern language teachers might express their views by saying that they had, with the teachers of classics, the very highest respect for the humanities on which many of them had been trained, but that they were not prepared to think that the study of both Greek and Latin was an absolutely essential condition to a University career for a boy or for a girl. In other words, they pleaded for greater liberty, and they asserted that modern languages, if properly taught, were an efficient substitute for the amount of Greek which was at present exacted at Cambridge in the University previous examination. He knew that Greek very often meant, in the case of boys who had taken scholarships in mathematics and scholarships in natural science, a study of the language for a period of three, six, or nine months, according to their individual ability, and that it was thus that they came into contact with 'the sacred flame of know-

ledge.' The proposal which was now before the University of Cambridge was one which, he thought, if carried, would have a very far-reaching influence on the development of schools in the United Kingdom. The study of Greek would not be in any way impaired, but there would spring up side by side with the old schools, which were the safeguards of the humanities, a type of school very closely akin to the *Realgymnasium* in Germany, a school which would teach Latin and two modern foreign languages. If such a state of things were brought into being, the study of modern languages would, he believed, make a great stride forward. If modern languages in the Universities were recognised as being of sufficient importance to be placed on a par with the classical languages in the entrance examination, then in the country at large, in the eyes of teachers, and perhaps even in the eyes of the boys themselves, modern languages would gain in importance, and would take the place which they were entitled to take in the education curricula of this country. He might touch very briefly on one or two of the arguments which had been advanced against change. First and foremost they were told that such changes would kill the study of Greek in the smaller country grammar-schools. It seemed a curious thing that a study which had blossomed and flourished for centuries should be killed by a change of such small significance as that which was now proposed. It was a curious suggestion to make, that the teachers of Greek, many of whom were among the ablest teachers in the country, should consent to the extinction of Greek under such conditions. In other countries, notably in Germany, when there was need for a new school in a certain area, the school was created, and if there was the need for a *Gymnasium* in a rising German town the *Gymnasium* was created. Was not such a state of things possible in England? He did not think that they needed to fear the extinction of Greek in the smaller country grammar-schools. In some of the schools Greek had gone already, and the change which was contemplated did not seem likely to have a very large influence in that direction either one way or the other. And then, again, the argument had been put forward by a distinguished Headmaster that all the best material was to be found on the classical side of the school, and that, therefore, this change should not be allowed to take place. It was not the common experience of schoolmasters that the ablest material was always found on the classical side of a school. Far from it. Naturally, the classical side had had all the advantages of tradition in this country, and attracted at the present time a great number of able boys; but he maintained that on the modern sides of schools there were boys to be found who could hold their own in scholarship, and also in such an important matter as

school government and school influence, against the boys who were found on the classical side. The opposition to this principle seemed to be dictated by a morbid fear of change. People were always telling them of what was going to happen, and pointing out that if a certain alteration was made such and such a study would become extinct. He should like to repeat what he said at Cambridge about a month ago, namely, that the concession of options in other countries had in no way impaired the study of Greek. The German *Gymnasien* were just as flourishing as they were before the options were conceded. In Switzerland there was an option between Greek and English, but it was not found that the classics were decaying there. It had been said that the options in Germany were very different from the options in England. That might be, but the options were wanted in England, because, as he believed, until they got these different curricula justice could not be done to the possibilities of modern languages. When he landed at Dover on the previous afternoon, he, naturally, at once made his way to the bookstall to obtain a supply of English papers, in order to see what had been happening, and he was very glad to find in the *Guardian* another very able letter from Mr. St. John Parry, of Trinity College, Cambridge, replying to Dr. Gow on the subject of these very curricula. Then he turned to another newspaper, and he came across this extraordinary paragraph, headed: '*Eight Bishops plead for Greek.*—Extensive organization is taking place to bring about the defeat of the proposal now before the Cambridge University making Greek optional in the Little-Go. Representative committees formed in London and Cambridge include the names of eight Bishops, five peers, four High Court judges, five members of Parliament, and four Archdeacons.' If the eight Bishops were all ex-Headmasters, and if the four Archdeacons had also served their time as Professors and schoolmasters, he was quite prepared to admit that they had every claim to speak and to be listened to with attention. He would apply the same remark to the five peers and five members of Parliament, and to the four High Court judges. But the question was one, as it seemed to him, which ought to be settled by the Universities and by the secondary teachers of the country. If the question to be decided was the style and scope of examination for candidates for Holy Orders, the schoolmasters should not interfere; but he really did not see why the present question—an entirely educational one—should be made, as in some quarters it had already been made, a semi-theological one. It had been said that many candidates for Holy Orders came from the small grammar-schools, and that if Greek was abolished in those schools the candidates for Holy Orders would not be required to know Greek; but such a statement took no thought whatever of the fact that the

examination for Holy Orders was not vested at all in the Universities, but was vested in the Bishops and their examining chaplains. Then it was said that many schoolmasters were hostile to the proposal, but he challenged that statement. Probably many of the members present knew the answers which certain members of the Headmasters' Conference made to the inquiry addressed to them by the Master of Emmanuel College, Cambridge; but those inquiries, as regarded the effect of the proposed reform on schools, were only addressed to the Headmasters of the Conference schools—that is to say, schools which, by their constitution, might be said to be highest grade schools. The inquiries were not addressed to the Incorporated Association of Headmasters. If certain Headmasters were to be consulted on this point, the fairer course would be, he thought, that the inquiries be addressed, not merely to the heads of Conference schools, but to Headmasters who belonged to the Incorporated Association of Headmasters. He ventured to think that this body would give a very definite and explicit answer to the questions which were addressed to the Headmasters of the Conference schools. He believed that many schoolmasters, both Headmasters and assistant-masters, were in favour of the change, and he knew that the vast majority of the Association of Assistant-Masters in Secondary Schools were in favour of it. Among many eminent former Headmasters who had expressed themselves in favour of options, he might mention the names of Dr. Abbott, Dr. Welldon, Mr. Eve, and Mr. de Courcy Laffan. Among modern Headmasters there were the Headmaster of Clifton, the Headmaster of Oundle, the Headmaster of the Leys, and the Headmaster of Mill Hill; and, lastly, he was especially pleased to mention the High-master of the Manchester Grammar-School, Mr. Paton. He would like, in conclusion, to make a very earnest appeal to those gentlemen present who were members of the Senate of the University of Cambridge to make every effort to go up to record their votes on the eventful day. He had heard that the opposition to the proposal had received no less than 2,000 promises of support. That statement might or might not be true, but certainly it devolved on members of the Association to go, even at great personal sacrifice and inconvenience, to Cambridge and record their votes for what he hoped they would all agree with him in regarding as the side of progress.

Mr. BYRNE said that he had very much pleasure in seconding the motion. After the very able and exhaustive speech which they had just heard from Mr. Milner-Barry, it would not be necessary for him to detain the meeting long, especially as he laboured under a disadvantage, for which he must at once apologize. He had the misfortune—for it might be regarded as a misfortune under the circum-

stances—to be an Oxford man, and he was at that moment looking for the 'sweetness and light' which just now seemed to be conspicuously absent from that traditional home of lost causes. He differed from Mr. Milner-Barry in one point. While deprecating with him any possibility of the introduction of the *odium theologicum* into this debate, of which there was a certain danger, he did not think that such subjects could be discussed by too many people. The whole position of affairs was exceptionally important at the present time, for a shiver had just gone through the bones of the British parent, and that individual had begun to look on educational subjects with some slight glimmer of interest. That, as far as his (Mr. Byrne's) experience went, had never been the case before; and therefore there really was now an opportunity of getting something done, if only they managed to begin by getting something said. It seemed to him that, for that reason, they should encourage discussion rather than stifle it, even when the discussion took the form of archidiaconal sermons. He wished to say one word about the way in which the proposal, if carried by the University of Cambridge, would affect, not the schools which Mr. Milner-Barry hoped would rise up in various parts of the country, but schools which were already in existence, and which, he believed, might be very greatly modified if the motion allowing one of the ancient languages to become alternative was carried at one of the older Universities. The school at which he had been for fifteen years as a master began its visible modern progress something under forty years ago. Up to that time it taught nothing but Latin and Greek. Mathematics were an extra, done in extra hours and paid for extra. In the year 1868 the Headmaster resigned rather than allow French to be taught. He would enumerate the subjects of the present curriculum in one portion of the school, and that quite a low portion, in the order of the time devoted to them. First Latin, then Greek, then mathematics, French, science, divinity, history, geography, and drawing. And all these subjects were being done simultaneously by boys many of whom were not fourteen years of age. What was the effect of this? The effect was distraction and confusion on the part of the unfortunate boys to an extent which must be witnessed in order to be realized. The main backbone of their work was still, firstly, Latin, and, secondly, Greek. But the boys themselves and their parents took much interest in many other subjects, and wished that they had more time to work at them. They would gladly give more time to them if they only had it, but they were unable to do so because of the pressure of the ancient ways being still upon them. The diversity for small boys was not altogether bad, because it caused a certain amount of superficial keenness; but

by the time that they had been under this system for two or three years a large percentage of boys regarded all intellectual exercises with aversion, and came to their work with an amount of languor which was most deplorable. He had seen this going on, and he had observed the extraordinary change which had taken place in a boy who had been allowed to drop a certain number of his subjects and to work harder at others. He took this to be the general trend of the motion which had been submitted to Cambridge University—the permission to the individual to adopt alternatives and to take subjects for which he was particularly fitted, in which he had a certain interest, and which, as Miss Pope said, he would do lovingly and well. Of course it would be most deplorable if Greek were to disappear. It never would do so, he was certain, as regarded the older and larger schools. Of the smaller schools he had not had experience. He was quite sure that there was not the least chance of the 'Little-Go' being otherwise than improved by the possibility of the elimination of Greek in some cases. He thought that probably the immediate result of its being omitted from the 'Little-Go' at Cambridge, and—as Oxford always followed Cambridge—from the Responsions at Oxford, would be that about 40 or 50 per cent. of boys would give up Greek at once. None of this number would be at any serious loss, because they had up till now been working at the language against their will, and consequently badly. The other boys, regarding Greek as their own special department, would, he was certain, benefit. They would get better teaching through being less in number, and being, in a way, free agents, would work with greater vigour. He was perfectly certain that in this way the standard of Greek would be improved. That was not a subject which concerned the members of the Association directly as modern language teachers, but it did affect them educationally, because it would be a misfortune if Greek should drop out. As to the effect of Greek or Latin on small boys, he knew that in the private schools in this country Greek was a sort of terror at present. A boy who was at all muddle-headed or slow, though perhaps not stupid, might often put Greek off till the last moment, until just before he came to the secondary school, and he arrived with his mind in a state of confusion which he did not shake off for years. Altogether, the whole course of education at present was being confused and distorted by their inability to get rid of one big subject. It did not so much matter what that subject was; but most people seemed to be agreed that it should be one of the classical languages, and one of the classical languages, therefore, let it be.

Professor FIEDLER said that he thought it ought to be made quite clear that the proposal did not imply any attack on the study of

Greek as a University subject. If it did so he, for one, and he believed all the members of the Association, would refuse to support it. What they wished to see abolished was compulsory Greek in the entrance examination to the University, as being in itself of comparatively little value and detrimental to the proper study of modern languages both in the schools and the University. He held that no faculty of Arts, whether in an ancient or modern University, was complete without Greek. At the present moment he and his colleagues in Birmingham were working for the establishment of a Greek Chair in their University. As students of philology they would be the very first to acknowledge their indebtedness to Greek, and they knew that a knowledge of Greek literature was indispensable for the serious study of any modern literature. But he did not think this was a sufficient reason for making Greek a compulsory subject for *all* students wishing to enter the University. They would agree with their classical colleagues that the humanistic element was a most essential part of the secondary school curriculum; but, in his opinion, this would in no way be lost or diminished if a modern language were substituted for Greek. He was convinced that Greek would would go on flourishing as a University subject whether it was abolished as a compulsory subject or not, as proved by the example of Germany; and those who were afraid that the study of Greek would die unless protected by compulsion must have a very poor faith in its virtue.

Some of the arguments which had been used in defence of compulsory Greek seemed to him entirely fallacious. Several correspondents in the *Times* had stated almost as an axiom that the Greek language was the finest instrument of expression that the human mind had devised. He must confess that, in the first place, he was a little sceptical as to whether those who made this statement were really capable of judging. He had no doubt they knew Greek very well, but had they anything like the same knowledge of the languages with which they compared it? The beauty and possibilities of a language were only revealed by a life-long study: he was himself still learning English, although he had given at least twenty years to the subject; and every day he was discovering new beauties and, alas! new difficulties. To consider a dead language the most perfect form of speech betrayed, moreover, in his opinion, an entire misconception of the very nature of language and linguistic growth. The process by which the modern analytical languages had been evolved from the older synthetical languages was not, as had so often been stated, one of decay, but one of development, growth and progress. If anywhere, the law of evolution and the survival of the fittest had been at work there.

Another argument used in this

controversy was, that for mental discipline the study of Greek was unsurpassed. Without going into the question of the relative difficulties of Greek and German grammar, he would call attention to the valuable mental discipline obtained from the conversational practice of a language—a form of training entirely absent in the teaching of Greek. When the pupils had to get up and try to choose the right words, put them in the right order, use the right tenses, pick out the right prepositions, think of the cases they govern, and all this on the spur of the moment, and without the assistance of grammar or dictionary, then they were really doing mental gymnastics, calling out qualities of self-confidence, presence of mind, decision, and precision. He would vote for compulsory Greek if we were still living in the times when all that was best in literature, philosophy, and even science, was written in Greek. But circumstances had changed; science had made rapid strides, and Greek was no longer the only gate to scientific and philosophic thought. New literatures had sprung up so rich that no man's life was long enough to read even the masterpieces in all of them.

When the study of Greek was introduced into the Western schools at the time of the Renaissance, it was opposed by the men who had been brought up in the traditions of scholasticism. He was afraid that much the same spirit was now opposed to the substitution of a modern language as a humanistic alternative.

They were living now in a kind of new Renaissance, in which the new humanities, the study of the great literatures of modern Europe, were playing a part very similar to that played by the study of Greek in the first great Revival of Learning. While not wishing to injure the older humanities, they were asking for equal consideration for the new.

He had every confidence that in the 'Greek controversy' the victory would finally, if not at once, be on the side of those who proposed to allow a modern language as an alternative for Greek. The stream might be stemmed, but it could not be stopped.

Mr. SOMERVILLE said that he felt indebted to the last speaker for saying that, if they really believed that they were attacking the existence of Greek, they would be opposed to the proposal. What they were opposed to was compulsion and monopoly, because they knew by experience the ill effect of them upon the training of boys. They believed implicitly in the value of Greek training for many of the best minds. He hoped that the President would not differ from him if he said that the resolution before them was one of the many useful corollaries which might be drawn from the presidential address to which they had just had the privilege of listening. The resolution was an appeal for liberty in learning, and it was an expression of approval of the proposal made

by the Cambridge Syndicate to grant greater liberty of learning to the schools throughout the country. The President had remarked in his address that there was need for a larger measure of humanity in the education of the country. Might he supplement that remark by saying that there was need for their being more humane in the training of their boys. He could not better explain what he meant than by quoting a remark which was made recently by a former colleague of his own, Mr. Arthur Benson, who said that the true principle of education was to discover aptitudes, and to encourage them by every means in their power. At the present time, in the training of boys for the older schools, there was an enormous waste of energy, and he believed that the reason was that they were working against the aptitudes of boys instead of encouraging them. Boys were made to specialize from the age of eight or nine in two dead languages, and to these they had to devote twenty-five hours a week for ten years of their lives. The result of this was a very imperfect grasp of the Greek and Latin to which they had been devoting so much time, and a lack of intellectual interest in almost all other subjects of education. He did not think that teachers could contemplate that result with any satisfaction. They believed that by supporting the report of the Cambridge Syndicate they would go a long way towards raising the standard of education in all subjects in the country. They did not support it because they obtained by means of it a 'soft option,' but they supported it because it would enable the examiners to raise the standard of subjects which formed the entrance examination of the Universities. A deputation from the assistant-masters went to the Syndicate and had an interesting interview. One of the members of the Syndicate said that they had recently had an interview with the Headmasters, and one of the Headmasters had pooh-poohed the idea of comparing French prose and Latin prose as a means of education. One of the assistant-masters thereupon asked whether the Headmaster who did so was as proficient in writing French prose as in writing Latin prose, because, unless he could appreciate the delicacy and subtlety of French prose, it was rather a presumption on his part to give a decided opinion on the matter. That was the difficulty under which they were labouring in connection with this matter. A large number of Headmasters had experienced the effects of Greek, and had benefited by that language, but they were blind to the results which might be obtained by the other instruments of education. Some Headmasters took a wider view of the subject; Mr. Milner-Barry had mentioned one of them. In the *Times* of the previous day there was a letter from Dr. Gray, of Bradfield, in which the writer remarked that the decision of this

momentous question had been hitherto too much in the hands of those whose minds had been cultivated exclusively by Greek, and he ended up by saying that he had always been a friend of Greek culture, and had encouraged it in boys, but it was well to love truth better than Plato. That was what was wanted at the present day. They wanted to get at the truth and the real facts of the case. They wanted to get at those subjects which would form the basis of education, and which would best train young boys and enable us to discover their aptitudes. The way to do this was not to make all boys from eight to ten specialize in two dead languages up to eighteen years of age, with the result that they required a lexicon in the 'Little-Go.' The question ought not to be allowed to rest. It might be that Cambridge would follow the unfortunate example of the sister University, and again postpone the decision of the question; but he thought in that case there ought to be a convention of members of the University and representatives of all public schools throughout the country, and in that convention every view should be represented and every consideration fully discussed. This convention ought to decide what subjects should form the proper basis of elementary education at preparatory and secondary schools. He had much pleasure in supporting the resolution.

Miss POPE asked why it was necessary to begin Greek at such an early age. She spoke as one who only learnt Greek under the pressure of the University examination. She learnt it for one year and passed her entrance examination. The study of Greek for that one year would be one of the features of her own education which she would be most reluctant to give up in the position in which she stood. So far the question discussed had been mainly education in boys' schools; but she would ask the Association to consider the question as it related to girls' schools. Her own experience led her to believe that in girls' schools Greek did not occupy so much time as it did in boys' schools. For that reason she found herself in opposition to the proposal which had been brought before the meeting.

Mr. STORR said that it was delightful to hear even the faintest ripple of opposition, for otherwise one would feel that he was preaching to the converted, and that was always dull work. He should not have risen, but it had been his privilege or his duty—and sometimes the duty had been more prominent to his mind than the privilege—to attend some five or six conferences during the last two or three weeks, and when Mr. Milner-Barry said—though perhaps in irony — that there was some opposition being got up, he thought how delightful it would be to bring on one side of that hall the Headmasters' Conference and let the

members of it have a set-to between the Greeks and the non-Greeks. As to the point which had been raised by Miss Pope, he had had some experience with regard to girls' Greek. Many years ago he inspected St. Leonard's School at St. Andrews, and he could remember even now, at this distance of time, the papers in French and German that were sent up by Miss Ramsay, who was then the head girl of the school, and whom they now knew as Mrs. Butler, a distinguished senior classic. There was no paper in Greek, and Miss Ramsay had not then learned her Greek alphabet. That fact, however, had not prevented her from becoming senior classic. Of course such a case was exceptional, but he had had an experience more to the point. He had talked about the question more than once with his friend Mr. Arthur Sidgwick, and that gentleman had told him that girls' Latin and Greek, and particularly Greek, were inferior, but not very inferior, to those of the men. The girls were not quite so good at composition, but in translation they were about equal. Probably every man had been working at Latin and Greek five times the number of hours that his sister had been. One of the most monstrous things that he had heard said—and he had heard many—was said by his old friend Dr. James of Rugby, when he lifted his eyes to heaven, and exclaimed in sorrow: 'I am sure that Greek is declining, and may possibly die out in the preparatory schools.' It seemed to him that anyone who had a tincture of pedagogics, whatever might be his views about Greek, must acknowledge that it was not true education to be teaching a small boy of nine or ten three foreign languages at the same time. He thought that all would be agreed upon that. If they taught Greek, let them put it off until they had made a real start in Latin and French, to say nothing of English, which in most of these discussions seemed to be ignored. He believed that more progress would be made in Greek if boys and girls did not begin the language till they were fifteen. A challenge had been made by a member of their Association to the Headmasters generally, and to one Headmaster in particular, who had said that any fool could translate a page of English into French, if only he was supplied with a dictionary. The challenge was that an ordinary passage—say, from Green's *History*—should be given to the Headmaster, and that he should be shut up with any number of dictionaries for any number of hours. Quite recently he had heard the same Headmaster say that no one was justified in giving an opinion on the subject of the proposals who had not taught *Phædo* to a sixth form and some ordinary Greek author to a lower form. He (Mr. Storr) was inclined to turn the tables, and say that no man could judge of the subject who had not taught, let him say, Goethe's *Faust* to a sixth form and *Le Voyage de Monsieur*

Perrichon to a lower form. He should think that nine-tenths, at any rate, of the Headmasters would be ruled out of the controversy if that was the condition. He saw that Dr. James in a long letter to the *Times* declared that besides Greek, which he had taught all his life, he had taught some mathematics and some modern languages, but he had the candour to add that the modern languages were elementary. He (Mr. Storr) believed that he knew where Dr. James taught these elementary modern languages. It was at Marlborough, for he and Dr. James were fellow-masters at Marlborough, and in those days the rule of Dr. Bradley, the Headmaster, was that every form-master should teach modern languages, and that he should always be a lesson ahead of his form. The opponents of the motion which the meeting was considering seemed to him to contradict themselves absolutely. Like Janus, they sat with a double face. At one moment they said: 'This Greek that we require would not keep out any science lad or mathematical lad of ordinary intelligence. Anyone can pass the minimum which we require.' That view was at least tenable. But, on the other hand, they said that this minimum of Greek was the leaven which would leaven the whole lump. That homœopathic doctrine was to him incredible. It never seemed to occur to any of their opponents that it was possible to study Greek without any preliminary compulsion at the University. Yet there had been men who had learned Greek even without being at the University. He might be allowed to give one anecdote of which Miss Pope had reminded him. An Oxford lady whom he knew began Greek for Responsions one January, and passed Responsions in June. That was about four years ago. She came to him not long ago in a difficulty. She had put a little Greek motto under a drawing, and she said to him: 'Will you kindly tell me whether in Greek they dot their *i's* and cross their *t's*? I have quite forgotten.' He thought that the amount of Greek that was required at Oxford, at any rate, did not necessarily leave any permanent impression.

Mr. SOMERVILLE asked whether he might answer Miss Pope's question. He should like to convert her, if possible. As long as the Universities retained the principle of compulsion in Greek, so long would the Headmasters be able to tell parents that it was necessary to maintain the study of Greek and the specialization in two dead languages for ten years. That was partly the reason why some persons wished to do away with the compulsory principle.

The motion was put to the meeting and carried with one dissentient.

A short interval in the proceedings took place, during which the company partook of tea at the lower end of the hall.

A paper on 'Schiller after a Cen-

tury' was read by Professor J. G. ROBERTSON, M.A., B.Sc., Ph.D., University of London.

The PRESIDENT: You would wish me to convey an expression of your hearty thanks to Professor Robertson for his most interesting paper. We now conclude this session of our conference.

The proceedings were then adjourned until ten o'clock on the following morning.*

THE MODERN LANGUAGE ASSOCIATION AND THE GREEK QUESTION.

THE Association circulated among fifty of the leading British newspapers a copy of the *Cambridge Reporter* containing the discussion on the report of the syndicate 'on studies and examinations,' Dr. Breul's pamphlet entitled 'Greek and its Humanistic Equivalents in the Little-Go,' a fly-sheet showing the proposed alterations in the Little-Go, and a covering letter from Mr. Storr, the chairman of the committee of the Association. We subjoin Mr. Storr's letter:

GREEK AT CAMBRIDGE.

To the Editor of

SIR,—The Modern Language Association beg leave to draw your attention to the accompanying documents bearing on a question that is now engrossing the attention, not only of the Universities, but of secondary teachers throughout the country.

The vote of the Senate of the University of Cambridge which will decide whether Greek is to remain a compulsory subject for all students will be taken on March 3 and 4. A decided majority of resident members of the Senate is in favour of allowing alternatives, but these are largely out-numbered by the non-resident members, and there is grave danger that the voice of Professors and teachers will be swamped by that of non-professional graduates of an older generation who have not fully realized the rapid growth of modern studies and the altered conditions of our secondary schools.

It is only through the press that teachers can hope to lay their views before this class of voters, and we ask you to lend us your powerful aid in setting forth the main facts of the case, and drawing what seems to us the only logical conclusion.

The enclosed pamphlet is by a distinguished member of our committee, Dr. Breul, and the accompanying copy of the *Cambridge Reporter* is the text on which he comments.

We would in particular call your attention to p. 28 of the pamphlet, on which the conditions for entrance to a German University are set forth. Both sides in the controversy are agreed that the study of classics, and in particular of Greek, flourishes in Germany, and Dr. Breul proves, what has been denied by some of his opponents, that this flourishing condition is not due to any compulsion on the part of the Universities. Oxford and Cambridge are, we believe, the only Universities in the world that make Greek a compulsory study.

One other point deserves notice: Dr.

* We are compelled to hold over the report of the proceedings on the second day of the Annual Meeting.

Breul, as the spokesman of Modern Language teachers, makes it clear that we desire no "soft options." No one, for instance, who knows both languages will maintain that it is easier to translate Greek with a dictionary than German without a dictionary.

All that we teachers ask is a fair field and no favour. Apart from all utilitarian considerations, we contend that in higher education French and German now play a no less essential part than Latin and Greek, and that a student should no more be debarred from a University career by his ignorance of Greek than by his ignorance of French. We protest against the present obsolete and one-sided condition of entrance which insists on a perfunctory acquaintance with Greek and Latin accidence and a limited portion of a single author, and takes no account of either French or German.

Signed on behalf of the Modern Language Association,

F. Storr,
Chairman of Committee.

THE PLACE OF PHILOLOGY IN THE STUDY OF MODERN LANGUAGES.

It was with some hesitation that I accepted the invitation to read a paper before the Association, in spite of the honour I felt it did me. It is with still greater hesitation that I now trespass on your time, for I am very conscious that a good deal of what I have to offer is dull from frequent repetition—a good deal, I fear, touched with the dogmatism that comes from a somewhat narrow knowledge and experience.

At the outset I must confess one grave limitation. The title of this paper is the 'Place of Philology,' but it is *French* philology that I have had in mind throughout. Not that I would set up any invidious claim for the pre-eminence of this special branch of philology, but simply because my own studies have never enabled me to emerge from its magic circle. I do not suppose that on questions of philological principle students of Romance philology are likely to differ from Germanic or others; but in questions of detail, and to some extent in the method of teaching, it may well be so. I hope there may be Germanists present who can supplement my deficiences.

By philology I understand the study of the laws underlying the development of language—sounds, grammatical forms, structure, meaning of words—and the relation of these laws to general linguistic laws.

Such study is not essential to the practical acquirement of the modern language—*i.e.*, the acquirement of the ability to speak, write, and think in a language, to use it more or less approximately as one's mother-tongue. I am even ready to believe that it is of comparatively little use for this purpose. A mastery even of Groeber's *Grundriss* does not carry one very far towards speaking fluently or even writing a good French prose.

On the other hand, an intimate knowledge of the modern language is a very necessary, I might almost

say an essential, preliminary of any scientific study of the history of that language. Philology, the abstract study, is based upon a concrete knowledge of the language dealt with in all its available stages. As in the natural sciences observation of phenomena precedes explanations of cause, so surely it should be the case in linguistic science. Historical grammar divorced from its natural basis—the language spoken and written in all its stages—degenerates into text-book cram.

The student, deprived of opportunities of practical observation, is unable to verify or control the generalizations presented to him, and so unable to make his knowledge really his own. The study of Brachet, Brachet revised, or any other text-book, or even a teacher's course of lectures, is, to my mind, unprofitable for the elementary student of philology unless it is based upon, and illustrated by, the study of the language in all its stages—Old and Middle French as well as Latin and Modern French.

For this reason, if for no other, I hold that the *formal* study of French philology should be excluded from the school curriculum. My knowledge of school work dates somewhat far back, and was of longer duration as pupil than teacher, and many short-cuts to learning may have been introduced since I had to do with it; but it hardly seems to me likely that the time placed at the disposal of the French teacher will admit of any systematic study of Old and Middle French even in the highest class, nor would I much wish to see it attempted in view of the many subjects that possess greater educational value at this stage of the mental development of the child.

There is, moreover, a further very grave reason that may be adduced against the inclusion of any systematic study of French philology in the school curriculum —the embryonic condition of the science itself. Romance philology is one of the newest comers in the field of research. In its study from the outset the student is confronted with hitherto unsolved problems; new discoveries continually undermine the best-grounded theories; the air is thick with controversies. Any study with any pretence to thoroughness, to scientific value, requires an amount of time and a degree of mental development that cannot be looked for at the school age; the requisite ability to follow the thread of conflicting arguments, to weigh evidence impartially, to hold judgment in suspense, is not by any means always found even later on in life.

If philology is introduced at all into the school curriculum, it should surely be in the study of English. Time is sometimes found to read Old and Middle English, and so a basis is provided for elementary historical grammar. Where the older language is excluded there is at least one branch of philology that the more intimate knowledge of the mother-tongue and of

English history and literature render it possible to study with profit—the changes in the meaning and use of words—*la sémantique*. From such a study the pupils may gain some better control and appreciation of their mother-tongue, and some insight into the development of language and great stimulus to intellectual curiosity. In French the practical impossibility of finding time to study past history and literature makes it more difficult to treat this branch of philology to much profit. In speaking of the formal or systematic teaching of French philology, I do not wish to appear to condemn what I would call the informal introduction, by way of suggestive hints and short historical explanations given from time to time by a teacher possessing competent knowledge when he sees a way of helping the memory or smoothing a difficulty or opening new paths. Ideally, indeed, every teacher should be capable of so doing, less on account of the possible help to the pupil afforded by such explanations than of the mental training the study of philology implies for the teacher, the widening of horizon, and the increase of interest it should bring him in his linguistic work.

When we pass on to the consideration of the place of philology in the study of modern languages at the University, the whole question changes.

For the pass student, indeed, theory—for I have had but little teaching experience here — would lead me to doubt gravely the value of philological study. The multiplicity of subjects prescribed precludes the possibility of his having time to study the older forms of the language. The fluidity and complexity of the subject itself render it unsatisfactory as a training instrument of the pass type of mind. In the remarks, then, that follow I propose to confine myself to the honours students—*i.e.*, to those who possess a tolerably good equipment (at least good Latin and good Modern French), good abilities, and time to specialize.

The aim of the honours student who has selected a modern language for his special study is not, I take it, the practical acquisition of that modern language. Good knowledge of it is an essential basis of his work, literary as well as philological, and throughout the University course care must be taken to render such knowledge more and more exact and complete; but a modern language course in an English University should not, I think, be directed only to this end. The object, as I take it, is twofold: first, to familiarize the student with the life and thought of a great nation in all its different aspects and in its historical continuity; secondly, to develop harmoniously all mental faculties, to stimulate mental activity, to cultivate taste and judgment, to strengthen habits of accuracy and thoroughness.

With this double aim in view, the student will study the history, literature, and language of the

country selected, apportioning time and strength so as to get most profit for himself out of his studies —*i.e.*, the maximum of interest and knowledge and the maximum of mental discipline.

What, then, should be the principle of apportionment? What, in particular, should be the relation between linguistic and literary studies? Question continually brought up afresh — question to which no one answer can be given; for within certain limits the answer must ever vary according to the natural aptitudes of the student. If he possesses some linguistic ability and an independent mind, he will need little urging in the direction of philology. The study of so comparatively untracked a subject can hardly fail to prove to him a mental stimulus of great force and delight. The very number of unsolved problems that strew his path, the criss-cross of conflicting theories, the instability of the opinions of even the most reputed authorities, are so many calls to effort, to question, and research. The initial 'grind' is rendered comparatively easy to him by the desire to get at the explanation of things, to see how things work. Unwarily straying, he may fall into many a pitfall, but interest will rarely flag.

To all, however, it is not given to pursue the laws of sound change from the start with interest and zest, nor, perhaps, even to most. For the student of predominantly literary or historical tastes the beginnings of philology are apt to wear another garb; the dull gray of drudgery, unilluminated by any far-stretching vista, grind insufficiently recompensed. What part should philology play in the University course of such as these? By all University teachers, even the most ardent philologists, the question must be considered.

It is to my mind evident that the part allotted should be subordinate, in order that the student may devote the greater part of his time to the subject of his predilection. Experience surely shows that results of best value are attained in work that is most congenial, if it be pursued faithfully, sincerely, whole-heartedly. But I do not think that philology should be, even for the literary student, wholly excluded from the course of studies, nor is it my experience that the students themselves would wish it to be, even though it is at the outset a somewhat arid and uncongenial subject.

For the study of philology, provided that work be of good quality, intelligent, accurate, thorough as far as it goes, even though of no very great quantity, emphasizes a side of mental discipline of which all young minds are in need, and, not least, students of literary gifts. In the seemingly tedious observation of little things, in the constant call to patience and thoroughness, in the need to weigh evidence and hold the judgment in suspense, and in the frequent compulsion to acknowledge commission of error, owing to a neglect to take all facts

into consideration, will be found the strengthening of the powers of right thinking, of balance and integrity of judgment, that cannot fail to be of service in after-life, even when the painfully acquired knowledge may have faded away.

Philology is of value in mental training, but its use and interest for literary students need not end here. True it is that phonetics form its groundwork and necessary basis, and that they, belonging rather to science than to the humanities, appear to such mainly in the guise of useful discipline; but the whole of philology is not comprised in the determination and explanation of the laws of sound change.

Words are not merely the result of physiological processes, not merely the counters of phoneticians, they are also the product of the human mind. The language of a nation, like its institutions, its literature, its art, is one of the manifestations of its genius. The study of language is a key that unlocks some of its hidden treasures. As the student traces the slow development of French from its early stammerings to that first great period of poise and literary polish, when by its witching sweetness it took by storm all Europe; as he watches its course on through succeeding ages, noting its gradual adaptation to the needs of modern culture and of the master-thinkers and artists; as he gains fuller insight into the psychological influences that determine the rise and fall of words and phrases, he will learn to see that language, too, is a nation's creation, unconscious though it be, and that linguistic science, rightly looked at, may reveal something of the secret of a nation's individuality. Student of literature though he be, he will come to perceive how, from a better understanding and more intimate knowledge of the common language, one may gain a keener insight into the subtler beauties of expression of the great writers, and he will realize that philology, whilst standing with one foot in the sciences, plants the other in the humanities.

M. K. Pope.

ORGANIZING THE SECOND STAGE IN MODERN LANGUAGE TEACHING.

The preliminary stage of teaching modern languages has, thanks to the reformers, received the lion share of attention during the last ten years. Owing to their efforts certain broad principles have been established, however much we may differ from one another as to the extent and proportion to which they are severally and collectively to be applied. Once for all it has been recognised that the first things to aim at are the attainment on the part of the pupil of a certain power

of understanding, speaking, and composing in the foreign language, plus the acquisition of certain general notions about the countries whose language he is studying. It will probably be conceded that for pupils beginning a foreign language at the age of nine, about two years, if not longer, should be devoted to the training of the ear and tongue, together with the assimilation of the amount of grammar necessary for simple conversation and easy composition.

Naturally, in the succeeding period these matters should not in any way be neglected; but alongside of this exercise there should by degrees be developed in harmonious combination with them the *culture* factor, which should gradually predominate over what one might call, for want of a better name, the second stage in modern language teaching. To the scientific study of this stage but little attention has so far been paid in England. The English reformers have hitherto had their hands too full to give the matter the serious attention it deserves. Even abroad it has often met with inadequate attention; thus Jespersen, in his excellent book on *How to Teach a Foreign Language*, gives some 178 pages to a study of the first stage, and 14 pages to the study of the second. One is only stating facts. Indeed, one is so far from blaming the reformers, that they seem to one to have followed the only wise course that was open to them. It would not only have been unsound tactics, but unsound policy, to attempt to reform the whole of modern language teaching from top to bottom. They would merely have divided their forces over too large an area, and undertaken a task which was beyond their powers. Moreover, the working out of a regular systematic development of modern language teaching on the lines of broad culture has all along been complicated by the existence of external examinations. Happily there are signs that these are likely to be brought more into keeping with the requirements of present-day methods. I would only instance the more recent papers of the Oxford and Cambridge Joint Board and of the London Matriculation to indicate the changes that are taking place.

It is probably impossible to exaggerate the necessity of working out some sort of rough progressive programme. Not only is it imperative to organize modern language teaching in such a fashion as to enable it to produce the maximum of educational effect, but also with the supremacy of Latin and Greek being every day more and more challenged, it is incumbent on the advocates of modern languages to show by definite proposals that a modern language curriculum can be arranged which gives a real training in culture, which is not hopelessly inferior to that given by the best classical curricula. We have got to prove *urbi et orbi* that modern languages are of themselves capable of giving

a thoroughly liberal education. Too many persons at present merely tolerate modern languages as an educational *pis aller* for the dull or average boy. We have got to convince the leaders of public opinion that modern languages not merely possess utilitarian claims, or at best are an inferior substitute for classics, but that they can furnish, as has been already proved in Germany, an adequate alternative to Latin and Greek. In one's own mind one has little doubt that much of the supposed inferiority of the boy on the modern side in classical schools is due not only to the fact that he belongs to the category of the 'second bests,' but also to the fact that the modern language curriculum might be considerably improved. The fault, it is scarcely necessary to say, hardly rests with the teacher. We modern language teachers have had to create or recreate everything *de toute pièce*. We have also been more hampered by external causes than our classical colleagues.

The object of the present writer is not to air his own private views, but rather to elicit the views of others. Hence one will only add a few hints in order to make the points one desires to see elucidated more intelligible. Put briefly, it seems that the second stage should so select its books as to pass gradually from a cursory study of Realien and general notions of the country whose language is under study, to an appreciation of its literature (with some notion, too, of its arts), such an appreciation to include alike its form and its content. And, finally, in those schools where the pupils stay on till eighteen or nineteen, a further transition seems desirable to philosophical history or even to philosophy, for these are just the subjects which appear to be most lacking in the majority of our schools to-day, owing to the excessive formalism which still pervades classical teaching, and renders the average Englishman so blind to great questions of taste or principle, so meticulous as regards the displacement of a comma or the omission of a detail. No doubt we might derive a good many suggestions from a study of the curricula in German schools. One may also allude here to an excellent paper on the subject recently read by Mr. Kirkman at the College of Preceptors (see *Educational Times*, January, 1905). Hints, again, for compiling a graduated set of books may be obtained from the lists of school editions, whether elementary or advanced, published by various firms, and a good deal of raw material for such a selection is provided by the long and valuable list of books, whether for class or reference, given at the end of Professor Rippmann's and Dr. Edwards's report to the London County Council on the teaching of modern languages in London.

Personally, I think the whole matter is one worthy of a special committee of the Modern Languages

Association; but it is probable that a correspondence on the subject in MODERN LANGUAGE TEACHING would help to a great extent to clear the ground, if it were directed towards establishing the aims and methods to be pursued, and drawing up a carefully selected and graduated set of suggested books for a four or seven years' course for pupils of twelve or thereabouts. Naturally many such books would equally suit both series, while those which were more specially fitted either for boys or girls could be easily indicated by a star or obelisk.

CLOUDESLEY BRERETON.

CORRESPONDENCE.

HAUFF *v.* XENOPHON.

SIR,

As I read my friend Dr. Field's letter in the *Times* of February 7, my first reflection was, 'What a good time Radley boys must have of it!'

My own recollections of Xenophon from Harrow days are a nightmare of stades and parasangs, marches and counter-marches, and those *verba irregularia* which drove Heine to despair, or even prayer, in his cloister school, and we never once caught sight of the sea that the Ten Thousand hailed, nor should have known (some of us) what sea it was.

Now we've changed all this, and a single chapter in Xenophon includes not only a disquisition on *orbis veteribus notus*, but a summary of constitutional history and the various forms of government, a contrast between ancient and modern civilization, a glance at the Russo-Japanese War, and the St. Petersburg riots. The half is not told, but in the space you can allow me it would be impossible to do justice to Dr. Field's model lesson in Xenophon. Such an application of the aphorism *Tout est dans tout* would have amazed even Jacotot.

But Dr. Field is not prepared to accept the whole of the master's dictum, and would have us substitute, *Tout est dans le grec*. German, he tells us, has no such potentialities as Greek, and, as a foil to his lesson in the *Hellenica*, he sets up a lesson in one of Hauff's stories, which is being read by a parallel form at Radley.

Here I would beg leave to join issue. Boys reading the *Hellenica* have, presumably, been learning Greek for at least three times as many hours as boys reading Hauff have been learning German. At the same stage in German they would be reading, instead of Hauff, Schiller, Goethe, Lessing.

But, even if we accept Dr. Field's unequal challenge, it would require no great ingenuity to show that a not less extensive compendium of general information is latent in *Calif Stork*, and might be deduced by the modern language teacher, *if he thought it advisable*. What vistas the very title opens

up! The Califate from Abou-Bekr to Adhed-Ledimillah, Bagdad, Mohammedanism, the migration of birds, the transmigration of souls! That one word *mutabor* has for the discursive dominie potentialities of wealth beyond the dreams of avarice.

But, to be quite serious, I would ask Dr. Field where in his Xenophon lesson Greek comes in? He tells us, indeed, that a boy who did not know the form of a contracted verb was rapped over the knuckles; but he half apologizes, as for an interruption to the real lesson.

In German we choose story-books for beginners because the simpler the matter the sooner will they be familiarized with and acquire the language. In Greek, according to Dr. Field, the language is only one of many interests, and that not the most important. What would have been the loss had Dr. Field's class read Dakyn's translation instead of the Greek text?

Doubtless the more interests we can arouse in our pupils the better, but these interests must not conflict. To make all interests centre in Greek is a return to the old Ptolemaic system, a revival of scholasticism, which held that all knowledge could be educed from Aristotle. In language teaching the thought can never be wholly divorced from the expression; but in the first stages words are all-important, and the matter comparatively indifferent. To attempt to teach history, geography, politics, and science, through Greek (or through German) is a pedagogic solecism.

This fallacy of Dr. Field seems to me to underlie most of the arguments for the retention of compulsory Greek, but I have no intention of embarking on this endless controversy at the fag-end of a letter.

I will only throw one grain of personal experience into the scale. I have taught both Xenophon and Hauff, and, as far as linguistic training is concerned, I do not think there is a pin to choose between them.

Yours, etc.,
F. STORR.

40, MECKLENBURGH SQUARE,
W.C.

SIR,—In view of the importance to education of the question of compulsory Greek, upon which a vote will shortly be taken at Cambridge, the executive committee of the Assistant-Masters' Association has thought it necessary to ascertain the opinions of assistant-masters in public secondary schools. The following question was, therefore, sent to all members of the Association, and also to all assistant-masters in 'Conference schools,' whether members of the Assistant-Masters' Association or not, viz.:

'Do you approve of allowing candidates for the Little-Go to offer a sound knowledge of a modern language as a substitute for Greek?'

It may be well, before giving the results, to explain that by 'Conference schools' is meant the schools connected with the Headmasters' Conference—that is to say, those which have a definite connection with the Universities of Oxford and Cambridge. The voting is as follows:

A. Assistant-Masters in 'Conference Schools.'

Yes.	*No.*	*Modified or Doubtful.*
542	243	52

B. Members of the Assistant-Masters' Association not in 'Conference Schools.'

Yes.	*No.*	*Modified or Doubtful.*
546	104	26

Replies under the heading 'Modified or Doubtful' are mainly conditional affirmatives.

From the above figures it will be seen that 1,513 replies were received, of which 1,088 were affirmative, and 347 negative, 78 being doubtful.

There are few schools which do not show an affirmative majority. Eton, Harrow, and Winchester each give such a majority. The collective vote at these three schools is:

Yes.	*No.*	*Modified.*
59	23	2

The collective vote from the nine great public schools reported on by the Commission of 1862, namely, the three above mentioned and Westminster, Charterhouse, St. Paul's, Merchant Taylors', Rugby, and Shrewsbury, is as follows:

Yes.	*No.*	*Modified.*
110	59	7

It may be interesting to append a table showing the Universities with which the voters at 'Conference schools' are connected.

	Yes.	*No.*	*Mod.*
Oxford M.A.'s and B.A.'s	198	120	20
Cambridge M.A.'s ..	171	92	20
,, B.A.'s ..	71	17	8
London	43	5	2
Other Universities ..	34	6	0

The few votes not accounted for in this last table are those of masters who are not graduates.

We are, sir,
Your obedient servants,
G. E. S. Coxhead,
Chairman;
A. A. Somerville,
Deputy-Chairman;
G. F. Bridge,
Hon. Secretary,
Assistant-Masters' Association.

27, Great James Street, W.C.,
February 17, 1905.

NOTES AND QUERIES.

In the fourth edition of Payen-Payne's *French Idioms and Proverbs* I find the note that 'adieu' is shortened from 'Je vous recommande à la grâce de Dieu.' Is this derivation now accepted as correct?

CRAMMER.

Can any reader give me the names of any English editions of Balzac suitable for a form of fifteen or sixteen years of age?

J. U. G.

FROM HERE AND THERE.

Several of our members have taken an active part in supporting the claims of Modern Languages at Cambridge, particularly Mr. Milner-Barry and Mr. Somerville. It was a pleasure to listen to their vigorous speeches at our Annual Meeting, which will be found in another column. We take the opportunity of referring to the three interesting articles on 'Greek in the Secondary School,' by Dr. Rouse, Mr. Milner-Barry, and Mr. Sanderson, which appeared in the February issue of our alert and ever suggestive contemporary, the *School World.*

The voting will take place on Friday, March 3, and Saturday, March 4. We earnestly hope that every member of the Association with a vote will make a great effort to record it.

Mr. Cloudesley Brereton has been delivering, during the month of February, at the London School of Economics, three lectures on 'The Organization of Modern Language Teaching in Great Towns.' His experience was gained in part at Liverpool, where he was engaged in assisting Professor Sadler. An appendix to the Liverpool report which deals with Modern Language Teaching is from Mr. Brereton's able pen.

Mr. A. C. Benson is lecturing this term in Magdalene Hall (Cambridge) on 'Modern English Poetry.' We hope that the attendance is worthy of the lecturer and his subject, and not another indication of the undergraduate's indifference to what 'does not pay for the exam.'

Mr. Norman Maccoll, late editor of the *Athenæum*, has bequeathed £500 to the University of Cambridge to provide lectures on 'The Language and Literature of Spain and Portugal,' and has left his books on these subjects to the Library of the University of Cambridge.

Mr. Charles H. Clarke, Ph.D., Headmaster of the Modern Languages Department, Montrose Academy, has been appointed Senior Modern Languages Master, Campbell College, Belfast. He is succeeded by Dr. H. Cimino, Higher Grade School, Darwen.

Two anniversaries should not pass unnoticed in the German classroom, and might well be celebrated by an addition to the memorials of great men and women which should find a place more frequently in our schools. There should be no difficulty in finding a picture of Hans Christian Andersen, the anniversary of whose birth is on April 2. He has done much to bring brightness into the lives of children and to stimulate their fancy, and they will be glad to see what the man looked like. He was ungainly, it is true, and his features were irregular; but in almost all his pictures there is something very sympathetic, very kindly.

The anniversary of Schiller's death, on May 10, will appeal to a smaller circle. It is only the upper classes in our schools that know his work at all; but even the younger students of German may well be told something of his early hardships, his noble aspirations, and his great achievements. It may be suggested that one of the little busts sold by Brucciani's at about half a guinea would form a suitable addition to the classroom; the carpentry class can supply a little bracket. There is a similar bust of Goethe, which is also quite satisfactory.

MODERN LANGUAGE TEACHING

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

F. B. KIRKMAN, E. R. EDWARDS, E. L. MILNER-BARRY AND A. SOMERVILLE

VOLUME I. Nos. 2 & 3 **APRIL, 1905**

MODERN LANGUAGE ASSOCIATION, ANNUAL MEETING: SECOND DAY.

On Friday, January 13, the chair was taken at ten o'clock by the President (Professor M. E. Sadler).

Mr. Lipscomb announced that Mr. Cuffey, the Librarian of the Rylands Library, had very kindly promised to show the members of the Association over the Library at a quarter to three that afternoon.

A paper on 'The Teaching of French Literature in English Schools' was read by Monsieur S. Barlet, Mercers' School.*

The President: We should wish to thank Mr. Barlet for his interesting and delightful paper. It seems to me very appropriate that it should be read here. So far as I know, the plan of bringing the study of modern literature and modern history into secondary schools had, so far as England is concerned, its origin very near Manchester. I am not quite sure about the date, but I think that it was 1763 or 1765. Joseph Priestley, who was then a tutor at the Warrington Academy, which was afterwards moved, not once only, but twice, to Manchester, and which now exists as Manchester College, Oxford, developed a course of modern humane study for boys practically of secondary school age and of the younger college or University age; and I am most strongly inclined to believe, although I do not think that there is any proof of it, that the influence had come to him from France. The beginnings of the study of modern literature in schools took place, of course, in France in the great period of the seventeenth century. I think it was this influence that came to Priestley through the writings of Rollin, and that practically the first dawn in England of the ideas

* This paper is printed on p. 43 and following.

which Mr. Barlet has been commending to us began not many miles from the hall in which we are sitting. The second point that I should like to mention, if it is not taking up too much of your time, is this: Is there any considerable danger in the modern organization of secondary and higher education that we shall not give enough time and leisure to boys of special promise at the top of the school? The conception that a boy or girl who is leaving a secondary school at eighteen or nineteen should know a very considerable amount of a great many subjects seems to me likely at times to prevent the individual and special development of boys and girls of special talent, especially in artistic and literary directions. I think that we ought to be careful to give the older pupils in schools a great deal of leisure, if possible, to themselves, in order that they may find out things for themselves and so develop their own tastes, while we keep in the school teachers who themselves are so devoted to their subject that they have a kind of infection about them which a boy or girl with a tendency to literary production will catch. But, throughout all schools, is it not desirable that we should develop what I may call, perhaps, the subjects which expand the pupil's horizon and which give a wide outlook? All education should be that, but there should be a course of study accurate and thorough, and a group of studies, too, which encourage creative power, whether in words or in organization or in anything else. But, side by side with these two groups of studies, we need, far more than we have in England, outlook subjects, and one of these, of course, would be the study of literature treated in the spirit which Mr. Barlet has so admirably described to us. May I ask whether any member of the Association would care further to discuss Mr. Barlet's paper?

Mr. HUGH said that he should like to make a remark with regard to the taste for literature being developed in young people. He thought that at the present time the means of teaching the pronunciation, the articulation, and the diction of the French language was hardly sufficiently good to enable young people to appreciate the best forms of classical literature in French. He recollected Mr. Storr giving, at the French Congress of the Association, a little anecdote from experience. Mr. Storr went to examine a school, and after he had given some lessons on the French language the teacher interposed, and said: 'These girls have only been learning French from books, and they could not quite understand you.' This revealed the fact that, unless the diction and the ear were cultivated, the teachers were never likely to get the young people to realize the best French literature. He was referring, of course, to the classics, such as Molière and Corneille. The beautiful harmony in the books of such authors was really lost to the young people on account of the

English pronunciation of French. Therefore he thought that they should induce the schools as soon as possible to introduce the system which had been so long advocated by Professor Rippmann, who had been working on phonetics. He thought that bad articulation, which led to the utter loss of the beautiful harmony, was one of the radical difficulties with which teachers had to contend.

Mr. N. KOLP said that, although he had not the honour of belonging to the honourable profession of teachers, he would take the opportunity of making a few remarks purely from his own experience as a layman. He was entirely in sympathy with the sketch of the teaching of literature which had been given in the paper. He had the advantage of availing himself of the method sixty years ago in the school which he attended at Frankfort-on-the-Main. French was there taught to seven classes, the lower forms beginning with two lessons a week, and the number of lessons gradually rose to four in the higher forms. In the higher forms the pupils were so far prepared that they were able to read the best authors. They read Racine, Molière, Voltaire, and Corneille. The books were explained in the way which the lecturer had pointed out, and the love of the study was instilled into the students from the very beginning. The teaching of foreign languages should not be regarded merely as a bread-earning occupation, as it was in some cases. A higher ideal should be aimed at. In the fourth and fifth forms at his school the scholars had conversation, and there was often an attempt at versification. In the highest form the teaching was entirely in the French language, and at that time the pupils began with a new grammar. It was a grammar written in French and used in France—that of Noël and Chapsal. He did not know whether the same grammar was still employed. (Voices, 'No.') Well, he was a sort of Rip Van Winkle, and, of course, there might be better books employed to-day. The masters were not satisfied with simply giving the pupils their lessons, but they told them that what they were learning in their lessons was simply a groundwork upon which they were to build afterwards for themselves; and they instilled into the pupils a love of reading at home, and reading only classical books. At that time the only nineteenth-century author which they were allowed to read was Lamartine. Out of school the pupils might choose their own literature, but the masters pointed out the best class of reading. English elementary education in French was very defective, and for this there were several causes. One arose through the faults of the parents. He knew from his own experience that, even in a high-class school for girls, French was paid for as an extra. He failed to see why that should be the case. He considered that it ought to be in the ordinary curriculum. Even when pupils were

willing to study a foreign language, there was a difficulty on the part of the parents. There were many cases in which boys wanted to make an earnest study of the French language, but the parents said: 'What is the good of it? You will never want it. You will not go abroad or visit places where you will require French.' If a reform was to be brought about, the parents of the children must be taught that anyone who aspired to be cultured ought to learn a foreign language and attain a thorough knowledge of its literature. A point which had been touched upon by the reader of the paper was the question as to who the teachers of foreign languages in English schools ought to be—whether they ought to be Englishmen, or to be natives of the country whose language was to be taught. The great difficulty of having a foreign teacher in England was that, unless he possessed the English language thoroughly, the boys would not pay attention, the greater part of the lesson would be spent in making fun of the master, and the greater part of the time would be lost. Though the pupils might have had a most excellent master to teach them, they would leave the school, after the lapse of many years, almost as ignorant of the language as when they began to learn. This was a great drawback. Matters might be a little better now than they were a few years ago, but still the question was one which ought to be attended to. On the other hand, if an English master was wanted to teach a foreign language in England, it would be found that there was a great lack of those who had had the special culture and education to fit them to be masters; and a good many of them were, as Disraeli said of consuls, persons who had given up their business or whose business had given them up. Such persons would know nothing of the manners and habits or literature of the country whose language they were teaching, and therefore they would be unfit to teach the language properly. Englishmen who wished to teach foreign languages ought to go abroad and acquire, thoroughly and completely, the native pronunciation. He had himself made a slight attempt in a small way to assist English teachers to go abroad to attend lectures on teaching, by providing them with purses of money for the purpose. But these lectures lasted only for a short time. They were something like the University Extension Lectures given in this country. The persons whom he had been desiring to help were teachers who were badly paid. He was sorry that such persons were not sufficiently appreciated in this country. There were many well-to-do citizens in the city of Manchester and in other parts of the country who could afford teachers the same kind of help, and in that way do something to remedy the defects in the teaching of foreign languages by English teachers.

Miss MATTHEWS said that she

wished to give her very strong support to the points mentioned by Mr. Barlet and Professor Fiedler with regard to giving opportunities to children of making use of a library. She felt very strongly the insufficiency of the leisure which was given to school-children for developing their own tastes. The whole of the time was taken up with school-work, and the pupil might be very much interested in certain points, and yet find no time to work them out by herself. Would it be possible to allow pupils time—perhaps even in school-hours—to study subjects which particularly interested them? She agreed very heartily with what Mr. Barlet had said about having a free library in a school. The teaching of foreign literature was often very much hampered by lack of books. Some of the pupils might be very much interested to follow the matter further, and yet be without the necessary books, either at home or at school, and possibly be unable to purchase them. It seemed to her that foreign language teachers ought to try to have good foreign libraries in their schools, and to have, not only one copy of a book, but duplicates, so that the desire to read further might be encouraged. Teachers needed to give the pupils hints as to their foreign reading, but they must have the books. She had seen the plan of school libraries working very well in a French school. A very large reference library existed, and in most of the lessons the girls could refer to books to help them in their studies. The zeal with which the girls made use of the books had struck her very much indeed, and she had observed hot discussions taking place with regard to the relative merits of the authors. These things were very amusing, and also very stimulating to the girls themselves. It seemed to her that to have libraries and to give the children more leisure in school-hours would be a very valuable arrangement, and would tend, not only to train them to do the work which they had to do in school, but to give them a taste for literature which would last them throughout their lives.

Mr. STORR wished to thank the last speaker for her very practical suggestion, and to welcome the debate which Mr. Barlet's paper had aroused. He wished to make one or two practical contributions as a teacher and as an examiner. First, he thought that they were very greatly hampered by examinations in teaching French literature or any other foreign literature, and he hoped to see a reform in that direction. It seemed to him that literature was one of the best and most fruitful subjects to teach, and one of the very worst and hardest to examine in. Undoubtedly, as they had heard, literature was taught in French schools, but it was not as a rule taught in English schools; and he attributed that fact partly to the different systems of examination in France and in England. In France such a thing

as a written examination without any *viva voce* was unknown. As an examiner he found the greatest difficulty in determining by means of a written examination whether a student's acquaintance with the subject was a pure cram, or whether he had any real knowledge; but if he had the pupil before him for five minutes he should be able to tell at once. Universities were throwing the blame upon schoolmasters, but he must say that in past times they had not encouraged the intelligent study of literature, either French or German or English. He remembered that in the old days he devoted a term in the sixth form to reading *Faust*, and, when the form was examined, the examiner took only three passages in *Faust*, and these appeared to have been simply cut out with scissors from a cheap edition and pasted into the examination-paper. Suppose the same thing had been done with *Agamemnon* in a classical form, what a hue and cry there would have been! But modern literature was not then treated seriously. Then as to the books used. A long time ago he brought out an edition of a series of French readers. He supposed that the work fell into a deserved oblivion and had been forgotten; but he might mention one point about it. The book which, according to his own ideas, was the most worthless volume in the series, a sort of cheap French G. P. R. James or Fenimore Cooper, was the book which, as the publishers told him, obtained the best sale, while a volume of Taine had no sale at all. A reference had been made to Professor Rippmann's phonetic methods. He (Mr. Storr) did not think that any real opposition to those methods existed on his part. He really believed that in the early stages they must begin with pronunciation, and that the more the teaching was oral, and the more they flung away books—even Professor Rippmann's excellent books—the better the teachers would do. But teaching would be almost null and void if, as he had found in many schools, it stopped at that point, and if a boy or girl left school hardly knowing anything of Goethe, Schiller, Racine, and Corneille. With regard to this matter, he thought that teachers were to blame. In a large number of schools which he had examined and inspected, he found that boys and girls had been reading a play of Racine, Molière, or Corneille the whole time; but when he had come to ask questions, he had found that they had not a notion even of the metre that the play was written in. That was not an intelligent study of literature. Talking of books, he was very glad to see that there were signs that the plain texts without any notes were coming in again. He wondered that teachers did not make more use of the Bibliothèque Nationale or the Allgemeine Bibliothek, where they would get the best classics of France and Germany in penny and twopenny parts. He looked mainly to reform in the examination system,

and to that system, admirable as it seemed to him, of the consultative committee which combined examination and inspection, to bring about an improvement in the teaching of modern language literature.

A paper entitled 'Some Considerations of "Time" in the Teaching of Modern Languages' was read by Mr. M. P. Andrews, M.A., Bolton Grammar-School.*

The PRESIDENT (Mr. Sadler) left the meeting, and Mr. STORR took the chair and presided during the remainder of the proceedings.

The CHAIRMAN: I am afraid, ladies and gentlemen, that you must content yourselves, through me, with thanking Mr. Andrews for his paper, so full of ripe experience, and at the same time so bristling with thorny points like a hedgehog, the discussion of which might easily take the remaining portion of our time. But it will be all that we shall be able to do to get through our programme. Let me express the hope that we shall not only see this paper fully printed, but that we shall also have the tabulated results of Mr. Andrews' *Questionnaire*. If I may, as Chairman, make one remark, it would be to emphasize the last point of the speaker—that is to say, the hours of the master or mistress. I am certain that the new method cannot prosper unless those hours are very considerably reduced. It is because it is so pregnant with good results and is most exhausting work. In many of the schools that I have seen, the number of hours that the master or the mistress gives renders it impossible for them to do their work properly. In fact, I have no hesitation in saying that many foreign masters and mistresses are sweated just as much as the aliens at Limehouse, and proportionately for as low wages.

A paper on 'The Teaching of English' was read by Mr. J. W. HEADLAM, M.A., Staff Inspector of Secondary Schools for the Board of Education.

The CHAIRMAN: The same limit of time prevents us from doing more than thanking Mr. Headlam for his paper. Mr. Headlam has, both by precept and by example, as we who have heard him this morning know, shown us how English ought to be learned. As Chairman, I may again make one single observation: That is, that Mr. Headlam approached the subject somewhat—shall I say like Daniel descending into the lions' den? He had the courage of faith, as if he were approaching antagonists. We are not such, and I would only venture to put to Mr. Headlam the difficulty about teaching grammar, and especially analysis, through a foreign language. When we arrive at our ideal commonwealth, all will begin in the same common school as in America. They will, I hope, as Mr. Andrews said, begin foreign languages later than now, and we trust that when they come into the secondary school, say at twelve, they will have been taught some

* This paper is printed on p. 52 and following.

English, and therefore they will have learnt their analysis from English. I think that is a real difficulty.

Mr. HEADLAM: Of course that is a real difficulty, but what I venture to suggest is, that the minds of the boys are not sufficiently developed to carry analysis very far before the time they learn a foreign language; and I should not agree with Mr. Storr in putting the foreign language so early.

The CHAIRMAN: I did not mean to raise a debate, and I will follow my own ruling. I think that we can thank Mr. Headlam, though there is one particular point to which we may possibly take exception.

A paper on 'The Teaching of Philology' was read by the Rev. H. J. CHAYTOR, M.A., Merchant Taylors' School, Crosby.*

The CHAIRMAN: I am sure that we must thank Mr. Chaytor for cutting his coat according to his cloth, and giving us the very pemmican of the subject. We have a short time left for debate. The discussion is now open. I am sure that some of the ladies have had experience, and will contribute to the discussion.

No member having risen to open the discussion, the CHAIRMAN, after a short interval, said: I will make some remarks myself, but, really, I am repeating myself in what I shall say. I have had, especially with Scotch Certificate Examinations, some experience of the teaching of philology in schools, and I must say that, as measured by the results on paper, it is absolutely disappointing. The Scotch Department set a piece of Old French, and it has been pain and grief to me to look over it. At the same time, from my own recollection as a teacher, it seems to me that to touch philology incidentally, and every now and then to devote half an hour to a general talk, is most inspiring; and, in the different ways indicated by Mr. Chaytor of affording practical guidance, especially in French, I have found it of extreme use, and I wish that we could encourage boys and girls to read such books, for instance, as Darmesteter's delightful *La Vie des Mots*, or to take a little English book which I enjoyed immensely as a boy, and of which I find that my children do not read one word, Trench's *Study of Words*. Such elementary books as these, I think, open up an entirely new field of inquiry to children. I should be sorry if a paper on philology were added to the many papers, but I think that, undoubtedly, we should all agree that every teacher of French or German is bound to know something of Romance or of Teutonic philology. In that respect our teachers are much behind their French and German confrères. Perhaps the reason is that philology has not been the fashion in England. I hope that our new *Quarterly*, under the direction of Professor Robertson, will do something to stimulate the study of philology.

We cannot part without one vote

* This paper will appear in the No. 4 of MODERN LANGUAGE TEACHING.

which I am happy to be able to propose from the chair—that is, a vote of thanks to our President. I am sure that he is one of the busiest men in England, but his thoughtful paper and his conduct in the chair have contributed, as much as anything else, to the success of this meeting. I am sure that you will all join with me in passing a vote of thanks to Professor Sadler.

The vote of thanks was carried by acclamation, and the proceedings terminated.

THE MODERN LANGUAGE ASSOCIATION.

THE forty-second meeting of the Executive Committee was held at the College of Preceptors on Saturday, December 3, 1904.

There were present Messrs. Somerville (Chairman), Allpress, Brereton, Greg, Rippmann, Twentyman, the Hon. Treasurer (Payen-Payne), and the Hon. Secretary (Edwards).

The minutes of the meeting held on October 29 were confirmed.

The business arising out of the proceedings of the General Meeting was considered. The following motion, proposed by Mr. TWENTYMAN and seconded by Mr. ALLPRESS, was carried: 'That the *Modern Language Quarterly* Subcommittee be reappointed and instructed to reconsider resolutions 6 and 11 of the Report, and to negotiate with Mr. Nutt.'

The HON. SECRETARY reported the arrangements which had been made for the Annual Meeting to be held in Manchester.

A communication from the Hon. Secretary of the Cambridge Studies and Examinations Syndicate, asking the Association to help in obtaining support for the proposals contained in their report, was considered.

It was resolved that a copy of the 'Little-Go' leaflet be sent to all members of the Association.

The following new members were elected:

NEW MEMBERS ELECTED DECEMBER 3, 1904.

1. Miss Pope, Somerville College, Oxford.

2. F. Reynolds, M.A., Intermediate School, Cardiff.

3. J. Vellange, Headmaster, Intermediate School, 67, Modenwaterwey, Rotterdam, Holland.

4. C. E. G. Walker, Archbishop Holegate's Grammar School, Barnsley, Yorks.

5. R. S. Pirie, Hymer's College, Hull.

6. W. A. Roberts, M.A., Headmaster, Hampton Grammar School, Hampton-on-Thames.

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NEW MEMBERS ELECTED DECEMBER 29, 1904.

1. F. B. Jevons, M.A., D.Litt., Principal of Hatfield House, University of Durham.

2. A. V. Houghton, B.A., Inspector of Secondary Education to the West Riding of Yorkshire, County Hall, Wakefield.

3. J. W. H. Atkins, M.A. Lond.,

B.A. Cantab., Lecturer in English, University of Manchester.

4. P. M. Dwyer, Resident Ilorin, Northern Nigeria.

5. Miss W. M. Gurney-Smith, Romanhurst, Bromley, Kent.

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The forty-seventh meeting of the General Committee was held at the College of Preceptors on Saturday, February 4, 1905.

There were present the Chairman of Committee (Mr. Storr), Miss Partington, Messrs. Allpress, Atkins, Fiedler, Greg, Jeffrey, Kirkman, Longsdon, Milner-Barry, Rippmann, Somerville, Twentyman, the Hon. Treasurer (Payen-Payne), and the Hon. Secretary (Edwards).

The minutes of the meeting on September 17 were read and confirmed.

The HON. SECRETARY reported the proceedings of the Special Meeting on November 12 and the Extraordinary General Meeting on December 3, when the Publications of the Association were considered.

Election of Officers for 1905.—Chairman of Committee, Mr. Storr; Hon. Secretary, Dr. Edwards; Hon. Treasurer, Mr. Payen-Payne.

Executive Committee for 1905.—The President, the above officers, the Editors of the Association's publications (Professors Rippmann and Robertson), and the following: Messrs. Allpress, Atkins, Brereton, Breul, Eve, Fiedler, Greg, Kirkman, Lipscomb, Longsdon, Milner-Barry, Miss Partington, Siepmann, Somerville, Twentyman.

Neuphilologentag.—A letter from the President of the Neuphilologen Verband was read, in which he regretted his inability to attend the Annual Meeting of the Modern Language Association, and expressing a hope that the Association would be represented in force at the Neuphilologentag in Munich in 1906.

Easter Meeting. — Letters were read from the Guilde Internationale accepting the invitation of the Association, and from the Société des Professeurs de Langues Vivantes.

The Cambridge Resolution.—Mr. Milner-Barry was authorized to send out further communications in support of the resolution passed at the Annual Meeting.

Association Phonétique.—The Hon. Secretary was instructed to send to all members a copy of the Association Phonétique Internationale pamphlet.

(This will be sent as soon as the new list of members is ready.)

Regulations.—Various alterations in the wording of the notices and regulations were suggested. The matter was referred to the Executive Committee, with instructions to revise the Memorandum of the Association.

Local Secretary for Durham.—The HON. SECRETARY was glad to be able to report that Mr. Herdener had consented to act as Local Secretary for the county of Durham.

Publications of the Association.—Professor RIPPMANN reported further negotiations with publishers.

The Chairman of Committee, Hon. Secretary, and Hon. Treasurer

11. H. H. Roseveare, B.A., Colchester Grammar School.

were authorized to sign, on behalf of the Association, the agreement with Messrs. Black.

The following form the Advisory Committee to assist the Editor of MODERN LANGUAGE TEACHING: Messrs. Edwards, Kirkman, Milner-Barry, Somerville.

Goldsmiths' College. — The HON. SECRETARY moved that a memorial be presented to the University of London containing suggestions as to the training of teachers, with special reference to modern languages.

No action was taken in this matter.

New Members. — The following eleven new members were elected:

1. J. Dulberg, M.D., LL.D., 260, Oxford Road, Manchester.

2. Miss M. J. P. Farrell, St. Hilda's School, Liberton, Edinburgh.

3. Miss V. M. Alston, Girls' High School, Great Yarmouth.

4. Miss A. R. Nuttall, Manchester High School.

5. N. Kolp, Woodthorpe, Victoria Park, Manchester.

6. A. M. Williams, M.A., Principal, Church of Scotland Training College, Glasgow.

7. The Very Rev. G. W. Kitchin, D.D., Dean of Durham, Warden of the University of Durham.

8. G. A. Roberts, M.A., Royal Masonic School, Bushey, Herts.

9. W. H. Windust, M.A., The Grammar School, Hampton-on-Thames.

10. Rev. E. H. Hartley Parker, M.A., Colchester Grammar School.

L'ENSEIGNEMENT DE LA LITTÉRATURE FRANÇAISE DANS LES ÉCOLES ANGLAISES.

CE n'est pas sans une certaine hésitation que je me suis rendu au désir que m'en a exprimé votre Comité de traiter ici un point de l'enseignement que je pourrais presque considérer comme neuf, et que j'aborde aujourd'hui le sujet de cette conférence: '*L'enseignement de la Littérature française dans les écoles anglaises.*'

J'aurais pu, j'aurais peut-être dû, pour des raisons que je développerai ci-après, substituer à ce titre celui-ci, plus vague, sans doute, mais rendant aussi mieux ma pensée: '*Comment inculquer, en classe, aux élèves anglais, le goût de la Littérature française.*'

Cela éliminerait le mot *enseignement*, un peu trop aride, un peu trop pédagogique, partant un peu trop restreint, et nous donnerait une latitude plus grande dans le choix des moyens à employer, cadrerait mieux avec le sujet lui-même, qui est non point tant du domaine de la mémoire et de l'intelligence des règles et des faits, que du domaine

de l'esprit, du goût, de la discrimination.

Je le répète, j'ai hésité, parceque la tâche me semblait, non point difficile, mais, le dirai-je, un tant soit peu ingrate.

Le sujet est, en effet, si vaste, si complexe !

Il est demeuré jusqu'à présent, permettez-moi de le dire, si étranger, en Angleterre, aux études scolaires !

Et il me paraissait presque étrange qu'il m'eût été dévolu de développer ici un plan, une méthode, si vous voulez, pour enseigner, à une classe d'élèves anglais, une littérature qui n'est pas la leur propre ; pour cultiver le goût de cette littérature, la faire apprécier, la faire aimer, afin d'exciter chez eux le désir, le besoin de la lire, de l'approfondir plus tard ; alors que, dans ces mêmes classes, l'enseignement de la littérature—et j'irai même jusqu'à dire, de la langue vernaculaire—tient si peu de place dans la scolarité, qu'il semblerait qu'on l'eût considéré comme un bagage tout au moins secondaire, sinon inutile.

Et devant un aréopage composé, comme l'est celui-ci, de professeurs éminents et influents, de littérateurs en vue, d'hommes dont le nom fait autorité dans toutes les questions pédagogiques, je me sens bien faible, bien petit, pour essayer d'ébaucher un plan qui puisse paraître pratique, et mériter, dans une certaine mesure, votre approbation.

Le sujet, ai-je dit, est vaste et complexe.

Qu'est-ce, en effet, que la littérature d'un peuple ?

C'est l'expression, à travers les siècles, de sa pensée de chaque jour, à laquelle quelques hommes d'élite ont donné un corps et une voix. Et elle est inséparable de sa vie morale, tout aussi bien que de sa vie politique, de ses aspirations, de ses joies, de ses peines, de ses abattements, de ses triomphes, de ses luttes politiques, philosophiques et religieuses. En un mot, elle représente son activité mentale dans toutes les directions, dans toute son étendue.

Tout influe sur l'esprit du poète, du philosophe, de l'historien, du romancier. Il donne libre essor aux sentiments que font naître les évènements, le jet de la pensée, le nouvel état d'âme ; il est l'écho de la grande voix du peuple, il la personnifie, il résume en lui la nation.

Et cette activité mentale d'un peuple est toujours progressive, va toujours s'élargissant, s'illuminant. On ne saurait s'arrêter à une époque et la prendre telle quelle ; il faut la comparer aux époques passées, il faut presque en déduire les époques futures. On s'interrompt un moment dans la pensée que l'esprit ne saurait aller plus loin sans reprendre de plus haut, sans se répéter. Mais non, il n'y a pas d'arrêt ; l'intelligence humaine, comme l'essence qui l'a créée, est infinie dans ses aspects. L'on semble être enfin arrivé, toucher au but ; pour un instant l'horizon se borne ! Et puis bientôt tout change,

pour ainsi dire. Un siècle a vécu, un nouveau siècle commence. Les évènements succèdent aux évènements ; d'autres idées, d'autres aspirations surgissent. Un grand génie meurt, laissant derrière lui une œuvre immortelle qui fera l'admiration des âges futurs, sera comme le sceau de l'époque où il a vécu. Un autre se lève après lui, dont l'œuvre est tout aussi profonde, tout aussi admirable, dans une nouvelle langue, pour ainsi dire, en un nouveau style, œuvre qui diffère de celles de ses devanciers par la forme, par le fond, par l'idée, mais qui n'en est pas moins le tableau exact de l'état d'âme de son époque.

Et cet état d'âme n'est plus le même !

Ainsi de siècle en siècle !

Il me semble que pour bien comprendre la littérature d'un peuple, il faut nécessairement en bien connaître l'histoire — non seulement l'histoire politique, mais surtout l'histoire intime — afin de pouvoir apprécier les changements, les nuances que présente chaque écrivain, même les écrivains contemporains d'une même période. Et il ne faut pas négliger non plus les influences qui peuvent venir du dehors, les suggestions dues au génie des nations voisines qui, elles aussi, pensent et s'agitent, et font entendre leur puissante voix.

Comme l'étude d'une langue, celle d'une littérature est une étude lente, faite de fugues subites, de retours en arrière, de temps d'arrêt, de comparaisons, de continuelles répétitions, d'où se dégageront peu à peu une notion précise des hommes et des temps, une compréhension raisonnée des causes et des effets, des motifs patents ou latents qui, tous, ont contribué à l'éclosion d'une idée, à la transformation de cette idée en un dogme, ou en un fait tangible, qui a grandi un peuple aux yeux des autres peuples, qui l'a placé momentanément à la tête du mouvement intellectuel des nations, a fait de lui, momentanément, le fanal sur lequel se guideront les autres peuples à la recherche du vrai, du beau, du bien.

Car, la littérature, n'est-ce pas l'histoire des idées ? N'est-ce pas l'histoire de l'esprit humain dans ses développements consécutifs ? N'est-ce pas, en un mot, l'histoire de la civilisation ? l'histoire de cette marche incessante, et, espérons-le, progressive, vers un idéal rêvé, que l'on n'atteint jamais, mais auquel on espère toujours atteindre ?

De siècle en siècle, les grands esprits sont morts à la tâche, mais ils ont laissé après eux un jalon que d'autres, s'éclairant de leurs lumières, dépasseront, pour en planter un nouveau plus avant encore sur cette route sans bornes de l'infini, où, loin, bien loin, semble poindre la lumière, surgir la vérité !

Je me laisse, peut-être entraîner trop loin ; mais j'ai voulu surtout mettre bien en vedette la grandeur de la tâche, et l'exiguïté des moyens à notre disposition.

Car vous voudrez bien m'accorder que le sujet, tel que je viens de

l'envisager, est trop vaste, trop complexe pour l'astreindre à l'heure scolaire traditionnelle, pour l'intercaler, tel quel, entre une leçon de mathématiques et de dessin, de latin et de chimie.

Non. Il devrait former une étude à part, et demanderait, en conséquence, une classe à part. Non point une classe de strict enseignement, dans le but d'un examen, mais une classe de fin d'études, une classe telle que nous l'appelons, chez nous, de rhétorique ou de philosophie, où l'esprit, dégagé des soucis inhérents aux examens en préparation, au travail, nécessaire sans doute, mais quelquefois si harassant qu'il en devient fastidieux, et tend à étouffer toute intelligente initiative; où l'esprit dis-je, libre enfin de tout surmenage, pourrait laisser la pensée errer à l'aise à travers les siècles, en compagnie de celle des grands esprits qui les ont illustrés.

C'est beaucoup demander, sans doute, et je ne sais trop comment le 'Board of Education' envisagerait la chose.

Mais il n'y a pas le moindre doute que, d'une manière ou d'une autre, l'éducation secondaire en Angleterre devrait tirer de cet instrument de culture qui est contenu dans l'étude de la littérature, un bien plus grand parti qu'elle ne le fait.

Et quel intérêt un élève intelligent prendrait à l'étude de l'histoire, si cette étude s'éclairait de ses études littéraires! Car l'histoire ne doit pas être seulement la relation des faits bruts. Elle doit faire comprendre leurs origines, leur portée, dans le domaine politique, dans le domaine moral. Il faut faire comprendre comment les faits ont semblé aux grands esprits, aux plus belles intelligences qui les ont contemplés, qui les ont analysés.

De plus, l'étude de la littérature nous fournit le moyen d'étudier l'homme dans son œuvre, et d'en détacher, d'en faire ressortir son individualité; car, point n'est besoin de vous répéter l'aphorisme bien connu: 'Le style c'est l'homme,' mais, plus que tout autre sujet, la littérature est la pierre de touche de l'individualité.

Certes, je ne veux point critiquer ici le programme des études, ou la méthode d'enseignement telle qu'elle est pratiquée dans les écoles anglaises. Ce n'en est pas le moment, et ce n'est point mon but. J'ai seulement, je le répète, voulu montrer combien il serait difficile de faire cadrer l'enseignement en question avec le plan actuel des études.

A vous dire vrai, je crois la chose à peine possible si l'on espère en retirer tout le résultat qu'on est en droit d'en attendre. Etablir cet enseignement dans les conditions actuelles, ce serait s'exposer à un déboire, car il lui manquerait les deux choses qui lui sont essentiellement nécessaires: le temps, et la liberté d'esprit.

Mais, somme toute, l'école n'a pas pour mission de parfaire les connaissances, mais bien d'en établir solidement les bases.

Je crois donc que, si l'on ne peut atteindre le but exact, on peut, dans tous les cas, essayer de jeter les bases d'un enseignement — d'une culture, plutôt—préparatoire, où le maître guidera à grands pas ses élèves par les grands chemins de la littérature, leur inculquera, comme je le disais plus haut, le goût des lettres, et, en excitant chez eux le désir de lire et d'approfondir les œuvres qu'il aura su leur apprendre à comprendre et à aimer, les incitera aux fins qu'il se propose.

Mais, avant d'aller plus loin, il faut considérer l'enseignement de la langue française dans les écoles, et voir où, et dans quelles conditions, l'enseignement littéraire devra commencer. Il va de soi que ce ne peut être que dans les classes dites supérieures, disons en quatrième, cinquième, et sixième.

Mon opinion est que la classe de littérature ne saurait être autre chose qu'une classe de lecture :

Lecture des auteurs faite par le maître, non par l'élève ;

Une élucidation des textes, non une traduction ;

Et avec cela, tout ce qui ajouterait à la parfaite compréhension de l'auteur, prosateur ou poète, tant dans le fond que dans la forme.

Je n'ai point, je crois, besoin de m'appesantir davantage. Mais vous avez compris que la leçon serait toute en français, et constituerait, purement et simplement, une conférence littéraire.

Je le sais par expérience, ces conférences sont fort goûtées des élèves. C'est là un point capital. Elles lui sont, en outre, d'une incontestable utilité, car l'élève y gagne à deux points de vue :

D'abord son intelligence s'épanouit, perçoit bien vite, en si bonne compagnie, des horizons nouveaux.

Puis, en même temps qu'il suit de l'œil, son oreille se fait et se forme au langage, en saisit graduellement le rythme, l'harmonie. Il apprend à jouir de la forme littéraire, à y trouver un plaisir esthétique. Il est de plus en plus interessé.

Il faut donc qu'en arrivant en quatrième, sa connaissance de la langue soit assez avancée pour lui permettre de comprendre assez facilement.

Par ces temps de méthodes nouvelles, directe, intuitive, et autres, la chose ne devrait pas être difficile, l'élève ayant eu déjà trois ou quatre ans de pratique dans les basses classes, ayant en outre ses leçons de grammaire, de conversation, de traduction, de composition, dans sa classe actuelle ; si bien qu'à partir, disons, de la quatrième, sinon plus bas, il doit pouvoir suivre, sans difficulté, une classe faite entièrement en français.

Et il va de soi qu'il doit posséder, jusqu'à un certain point, sa lexicologie et sa syntaxe.

Dans ces conditions seulement la classe de littérature peut être de quelque utilité, et partant donner quelques résultats.

En cinquième et en sixième, les difficultés s'aplanissent graduellement, et nous touchons enfin au but désiré—la lecture des auteurs,

non point parcequ'elle est forcée, non point parceque c'est un devoir imposé, mais parceque c'est un devoir qui s'impose : par le goût que l'on y a pris, par les avantages que l'on en a recueillis, la jouissance que l'on y a trouvée, l'envolée de la pensée à laquelle on s'est accoutumé, et qui vous transporte bien loin du terre à terre quotidien.

Aucun autre livre que le texte. Pas ce que l'on est convenu d'appeler une *Histoire de la Littérature*, par laquelle on aboutit à un savoir littéral sans vertu littéraire.

L'histoire, c'est le maître qui la fera. Les évènements, c'est lui qui les mettra en relief. Les appréciations, c'est lui qui les donnera. Et il aura soin de les faire répéter aux élèves, simplement, correctement, si bien que la classe de littérature sera en même temps une classe de conversation et de style, où l'on s'inspirera et des textes lus, et des idées neuves qu'ils auront suggérés.

Est-il besoin de vous indiquer quelles sont les qualités que devra posséder le professeur ? Je ne le crois pas. Vous êtes tous gens de haute expérience, et vous avez compris que, pour pouvoir intéresser, il faut qu'il ait lui-même cultivé cette littérature, qu'il la comprenne, qu'il la goûte, qu'il en jouisse lui-même, et qu'il y trouve tout ce qu'il désire y faire trouver aux autres.

Car la littérature n'est point exactement un objet de *savoir ;* elle est plutôt un exercice, un goût, un plaisir. On la pratique, on la cultive, mais on ne l'apprend, pas plus qu'on ne l'enseigne, dans le sens littéral de ces deux mots.

N'est-ce pas Descartes qui a dit que ' la lecture des bons livres est comme une conversation que l'on aurait avec les plus honnêtes gens des siècles passés, et une conversation où ils ne nous livreraient que le meilleur de leurs pensées !'

Si donc, par vos efforts, par votre exemple, par votre ascendant moral, par votre individualité, vous avez pu, en fin de compte, inculquer à vos élèves le goût de la belle et saine littérature, le besoin de la lecture des bons livres, vous aurez accompli un grand devoir.

Combien de temps faudrait-il donner à cet enseignement ?

Je le répartirais ainsi :

1 h. en quatrième,
2 h. en cinquième,
4 h. en sixième.

En quatrième, l'heure accordée à l'enseignement littéraire devrait être une heure extra, car l'élève n'est pas encore assez fort pour voler de ses propres ailes, et ne peut se dispenser de la routine de l'enseignement régulier. Il a besoin de revoir sa grammaire, de traduire, de parler, et de mettre en pratique sa connaissance des règles dans des exercices de composition.

La leçon littéraire sera pour lui un délassement, mais non point un loisir, de par le fait que, sans s'en rendre compte, il augmentera, par la lecture, et son vocabulaire, et sa compréhension de la langue, et sa familiarité avec les idiomes, en même temps qu'il se façonnera l'oreille, et deviendra plus apte à

comprendre le langage parlé, et à l'employer lui-même.

En cinquième, je demanderais deux heures, prises sur les leçons ordinaires, dont l'une serait employée à la lecture, l'autre, alternativement à la conversation et à la composition.

Là aussi les mêmes effets se feront sentir, et avec plus de force, parceque l'élève aura maintenant acquis le goût de la chose, et y prendra un plaisir, encore inconscient peut-être, mais qui se caractérisera de plus en plus.

En sixième, je donnerais tout le temps à la littérature, disons quatre heures, avec une heure en dehors accordée à la répétition de la grammaire. Il serait en effet dangereux d'empiéter sur l'enseignement de la langue propre, qui, pour les écoles secondaires, doit être une des premières considérations, sinon la première. Il ne faut donc jamais la perdre de vue.

De ces quatre heures, deux seraient données à la lecture des auteurs, une à la conversation, une à la composition. Ces deux dernières porteraient essentiellement sur les sujet étudiés.

En plus, je donnerais aux élèves certains ouvrages à lire pendant les vacances, avec mission d'en rapporter, à la rentrée, un compte rendu succinct, mais complet, en français s'entend, en même temps qu'une appréciation de l'effet que cette lecture a produit sur eux—au double point de vue du fond et de la forme —afin de m'assurer qu'ils ont lu, et bien lu, et de pouvoir corriger, modifier ou amplifier leur point de vue, selon que cela serait plus ou moins nécessaire.

Voilà pour la distribution du temps. Venons-en maintenant aux livres.

Si notre choix n'est point borné, il est tout au moins limité.

Nous ne pouvons que suivre les grandes lignes, et ne jeter un regard à droite ou à gauche qu'à la dérobée, et de vive voix.

Là, une première difficulté se présente : celle de la classification des auteurs, 1° dans le temps, 2° dans la valeur relative.

Les élèves sont enclins à mettre Dumas, Merimée, Georges Sand sur le même pied et aussi à la même hauteur que Pascal ou Sévigné. Pour eux About ou Sandeau sont le *nec plus ultra* de la littérature française, parcequ'ils ne connaissent pas les classiques, parcequ'ils ne les ont pas lus, plutôt peut-être parcequ'ils ne savent pas lire.

De plus, ils ne savent pas dans quel siècle placer Montaigne, Molière, Rousseau ou Victor Hugo. Ils les mettent tous dans le même sac.

La leçon littéraire remédierait à coup sûr à ce désordre. En premier lieu elle leur apprendrait à lire et à discriminer.

Il y a deux manières de lire : l'une, qui est de lire pour l'intérêt qu'offre le sujet, sans plus approfondir ; l'autre, qui est de lire pour la forme littéraire, pour l'idée qui s'en dégage, pour celles qu'elle évoque et qui nous font songer. C'est là la lecture vraiment sérieuse, la seule qui soit fertile en résultats,

celle que nous devons inculquer à nos élèves, celle dont ils nous seront reconnaissants plus tard.

Donc, en leur apprenant à lire, nous leur apprendrons à juger de la valeur réelle d'un auteur.

En divisant notre enseignement par siècles, nous leur apprendrons à classifier les auteurs dans le temps.

En quatrième, je ne ferais pas encore de classification d'auteurs, à cause du peu de temps à notre disposition. En outre cette classe, n'étant pas encore assez forte, ne peut guère être qu'une classe de premier essai.

En cinquième, je prendrais le XVII^e^ siècle, faisant de temps à autre une fugue dans le XVIII^e^.

En sixième, je m'occuperais surtout du XIX^e^, ce qui m'obligerait à maints retours en arrière sur le XVIII^e^ et surtout sur le XVII^e^.

Je crois bien qu'il y aurait là suffisance de matériaux.

Comme livres, dans la classe de quatrième, je prendrais, quelqu'étrange que cela puisse vous paraître, nos épopées, nos chansons de geste, le meilleur de notre Moyen-Age, non point dans le texte même, mais en traduction. Et je m'étonne qu'il n'y ait pas encore eu d'éditeur assez entreprenant pour les publier, car il y a là une source inépuisable de lectures faciles, attrayantes, sollicitant de mille côtés l'attention des enfants, et tout juste à leur mesure.

N'êtes-vous pas de cet avis? Et cette enfance de la littérature n'est-elle pas vraiment la littérature de l'enfance?

En cinquième je ne m'occuperais guère que des Classiques, sans toutefois négliger entièrement les grands prosateurs. (Bossuet, Pascal, Descartes, etc.)

En sixième, les poètes et les prosateurs du XVIII^e^ et du XIX^e^ siècle ne nous laisseraient que l'embarras du choix.

Et maintenant, il est un autre devoir qui nous incombe, et qui fait partie intégrante de notre tâche, c'est celui d'aider l'élève à se faire une bibliothèque, de le guider dans le choix des livres, de livres qui seront, qui devront être, par la suite, son guide et son soutien dans les heures difficiles, sa récréation à ses heures de loisir.

En classe, à part de temps à autre un volume choisi dans une œuvre complète, nous serons peut-être bien obligés de nous servir, pour illustrer nos auteurs, de recueils de morceaux suffisamment longs à titre de specimens—il y en a du reste d'excellents—et je ne vois guère comment nous pourrions faire autrement. Mais j'établirais, dès la quatrième, une bibliothèque où chaque siècle aurait son rayon bien indiqué, où chaque auteur aurait sa place par date de publication de l'œuvre. De cette manière, et par la constante manipulation des livres, l'élève s'habituerait, petit à petit, à classifier ses auteurs dans le siècle auquel ils appartiennent, et à leur date propre dans ce siècle.

Ce sera à nous de faire le reste.

Je ne crois pas devoir vous retenir plus longtemps en entrant dans des détails plus circonstanciés. Ce que je vous soumets là n'est

qu'une ébauche qu'il n'est pas, il me semble, bien difficile de compléter, de parfaire, et de transformer en une réalité.

Il est certain que notre enseignement de la langue française ne sera jamais suffisamment complet, n'amènera pas avec lui tout le bien qu'on en attend si, en même temps que la langue, nous n'enseignons pas la littérature, et ne mettons pas nos grands auteurs à la portée de nos élèves.

Ce n'est pas au moyen de traductions plus ou moins banales que nous cultiverons leur esprit, que nous leur apprendrons à penser, que nous élargirons leur intelligence, et que nous leur ferons apprécier ce qu'il y a de beau, ce qu'il y a de grand, dans les siècles passés, afin qu'ils puissent se l'assimiler et devenir meilleurs.

Non. Ce n'est que par une lecture raisonnée des grands maîtres de l'esprit, ce n'est qu'en les guidant patiemment et sûrement dans ces lectures, en formant leur goût et leur jugement, que nous pouvons espérer arriver à faire d'eux des hommes.

Il y a beaucoup trop *d'instruction* et pas assez *d'éducation* dans nos écoles. On s'y occupe trop de bourrer l'intelligence de faits et de formules, et on néglige l'esprit, qui doit être notre premier soin, et sur lequel nous devons laisser notre marque. Car, n'est-ce pas à nous qu'est confiée la tâche de faire de l'enfant, non point tant un savant, qu'un homme, un homme de par l'intelligence, de par la conscience, de par le cœur ?

L'étude de la littérature est bien faite pour nous aider à atteindre ce but, et en apprenant à l'enfant à aimer le livre, à goûter les hautes idées, à admirer les belles œuvres, et l'homme dans ses œuvres, nous accomplirons la tâche qui nous incombe.

A cette heure où les vieux Classiques tendent, sinon à disparaître, tout au moins à ne plus tenir la place qu'ils ont tenue si longtemps, et avec tant de succès ; à cette heure où les Modernes tendent à les remplacer—et non sans quelque semblant de raison—ce n'est que dans la littérature que nous pouvons puiser les moyens d'un enseignement qui nous permette de faire, pour nos jeunes élèves, ce que les Classiques ont fait pour leurs devanciers.

Car, la littérature — pour citer un auteur que je lisais dernièrement —la littérature est, dans le plus noble sens du mot, une vulgarisation de la philosophie ; c'est par elle que passent à travers nos sociétés tous les grands courants philosophiques qui déterminent les progrès ou du moins les changements sociaux ; c'est elle qui entretient dans les âmes, autrement déprimées par la nécessité de vivre et submergées par les préoccupations matérielles, l'inquiétude des hautes questions qui dominent la vie et lui donnent sens ou fin. Pour beaucoup de nos contemporains, la religion est évanouie, la science est lointaine ; par la littérature seule, leur arrivent les sollicitations qui les arrachent à l'égoïsme étroit ou au métier abrutissant.

Ceci me paraît résumer, en quelques mots, l'idéal à poursuivre, le but à atteindre, et je les soumets à votre appréciation, sûr que je suis qu'ils trouveront en vous un écho.

Dans la limite de temps qui m'a été assignée, j'ai essayé de vous présenter quelques-uns des avantages que peut posséder, en soi, l'enseignement de la littérature française dans les écoles anglaises, heureux si j'ai pu porter en vos esprits la conviction de l'utilité, de la nécessité de cet enseignement, et surtout si, grâce à vos efforts, il y est donné suite. S. BARLET.

SOME CONSIDERATIONS OF 'TIME' IN THE TEACHING OF MODERN LANGUAGES.

I SHOULD preface my remarks by saying that I speak from the point of view of one who believes in reducing to a minimum the use of the mother-tongue in the modern language classroom, and also that I have chiefly in mind secondary schools for middle-class boys.

I hope, however, that I may have the good fortune to say something which may be suggestive for schools which do not fall under this category.

The considerations which I wish to bring before you fall under the three following heads:

1. The time-table;
2. Time in the classroom; and
3. Teaching hours.

1. THE TIME-TABLE.

At what age shall the first foreign language be begun?

Our answer to this question may almost be said to give us the keystone to our curriculum. Upon it depends, in great measure, the strength or weakness, not only of the supported, but also of the supporting, structure.

From the language teacher's point of view we have, I believe, more to fear from beginning too early than from beginning too late, more especially since phonetics have come to our aid, and all no longer depends on the ear.

A well-balanced development of all the child's powers will help us more than an extra year devoted to modern languages.

If we survey the matter from the pinnacle of the unprejudiced pedagogue the answer is the same.

I believe the age of ten to be the earliest advisable for beginning a foreign language, and, indeed, am not sure that eleven would not be better, even from the language specialist's point of view.

If we begin too early, especially with children coming from but poorly educated families, many are discouraged, acquire a distaste for the subject, and form a drag on the rest of the class.

But let us suppose that ten is our starting-point.

If boys from the elementary schools could enter the secondary

schools at that age, instead of between twelve and thirteen—the age at which scholarships are now generally offered by the Local Education Authorities to boys in elementary schools—many of the headmaster's and the language master's difficulties would vanish. Then all could begin modern languages together.

Indeed, if we could even have them at eleven, it would surely be worth our while to postpone our start on a foreign language till that age.

It is worthy of notice, in this connection, that the age of eleven is the starting-point in Norway.

Nor should there be any difficulty in finding material to fill up the hours of the lower school curriculum, if necessary, till that age.

The cultivation of a young child's powers of observation, imagination, feeling and judgment, at first within local, and then within national, limits, together with the necessary powers of expression in words, figures, music, and art, should be found, with religious instruction, to afford an ample scope for the curriculum of children up to ten or eleven years of age. The language specialist demands as an essential condition of success in his work, that the child have a sound working knowledge of his own language—that is, that he be able not only to speak and write simple English correctly, but also to parse and analyse easy sentences with assurance. It is not part of the foreign language master's duty to teach the difference between a subject and an object, or the functions of an adverb.

Two or three hours per week in the lower school might be added with profit to English reading, in order that the pupils might have daily practice in oral reproduction. This gift of time to the English of the lower school will amply repay the teacher of every subject in the middle and upper forms.

Again, two lessons a week might be devoted, during the last year in the lower school, to the phonetics of the mother-tongue, with some comparison of, and drill in, important foreign sounds. I believe that such a course would go far to improve the English of dialect-speaking boys, and would save the modern language master much time, when the boy passed into his hands, inasmuch as it would materially shorten the phonetic course for the first foreign language.

Unfortunately, the boys from the elementary schools would miss this phonetic training in the mother-tongue, unless a similar course could be arranged in the elementary schools. And it is just these boys who, as a rule, stand most in need of such training.

Value of a Shell Form.—As things are at present, we have, in those secondary schools, which are largely fed by the elementary schools, a constant influx of boys of from twelve to fourteen years of age, who have begun neither French, German, nor Latin. What is the Latin master, and, still more, what

is the modern language master, who attempts to use modern methods, to make of them? Only those who have taught in a school of this type can realize how great a drag on a class these boys form. The subject is new to them, and they do not understand the medium of communication.

But anyone can imagine what a strain it is on a boy to have to begin two new languages at once—to work at double pressure in order to catch up the class in which he has been placed, and at the same time to attend all the other lessons and do the home-work necessary for them.

Under the present conditions, I know of but one solution of the problem — and it is not an ideal solution from the educator's point of view, though I confess it seems to work well enough from the language point of view.

The solution is the establishment, where the staff permits of it, at the beginning of each school year, of a temporary form, lasting for one term, and consisting of the new-comers. This form must have a greater number of hours for Latin and French (or German, as the case may be), than the other forms.

These boys must mark time, somewhat, during this term, in other subjects. This they should be able to do, being mostly 'scholars.' At the end of the term the members of this form would, if the size of the other forms permit of it, simply be drafted, according to their qualifications, into other forms.

It is true, however, that where the numbers of the other classes are too great, very considerable trouble is involved, as a new permanent class must be formed which does not consist solely of the new-comers. It is obvious that it would not do to let them form a special body apart from the rest of the school.

Mr. Lipscomb has tried this experiment during this past term at the Bolton Grammar School. From the language point of view I believe the experiment to be a success.

It is, however, to be deplored that this perennial nightmare should sit grinning on our chests when the whole difficulty would be solved if the boys could be sent to us at the age of ten, or even of eleven.

Shall the first foreign language be a classical or a modern language?

I believe this question has still to be dealt with in practice, if not in theory.

I imagine that schools still exist in England where Latin is begun before French, and that there are also schools where both are begun at once.

I sent round a paper of questions to about a hundred schools, to gather some information on modern language teaching in the British Isles.

Unfortunately, owing to the very short time I have had in which to prepare this paper, I omitted to ask more than one question of the first importance, and, among others, this very question. I also failed to put some questions in a perfectly clear

form. I have, therefore, not gained as much from the answers as I could have wished. Had I had time to set about the matter in cold blood, I might have been able to lay more definite information before you. As it is, I can only say that the answers I have received have been helpful and suggestive to me, and I should like to take the opportunity of thanking very heartily those who were kind enough to answer my questions. Many were good enough to write in considerable detail, and I am most grateful to all. I am also very much indebted to Dr. Heath for supplying me with much valuable information.

The Government schools of Sweden, Norway, France, and the reform schools of Germany, have decided in favour of a modern language as the first. To my mind, there can be no doubt that we should follow their example and begin with a modern language, and for reasons of a practical nature, as well as on purely theoretical grounds.

In learning a modern language, we have at least two tasks, which a classical language does not impose upon us: these are the acquirement of a correct pronunciation and of a conversational knowledge of the language.

We have, therefore, more to do in learning a modern language, and consequently require more time.

Again, our speech organs become more and more set the older we grow, and the pronunciation of a language other than our own becomes more difficult as time goes on. We must, therefore, begin with a modern language.

Further, many children leave our middle-class secondary schools at a very early age to take up some bread-winning occupation.

There must be few who will dare to assert that for these children an elementary knowledge of Latin is better, either from the educative or from the practical point of view, than an elementary knowledge of written and conversational German or French.

Then, too, on purely theoretical grounds we should begin with a modern language rather than with a classical. German and French are psychologically nearer to a young child than Latin or Greek, and consequently more interesting. If taken in its true sense, the maxim, 'From the near to the remote,' is a safe guide.

Further, German and French offer us an incomparably wider choice of educative material suitable to a young child's mental development than either Latin or Greek.

Shall we begin with French or with German?

I realize that this is an extremely difficult and delicate question to tackle before an international audience. It is, however, one of importance, and, in another form, one which all nations have to ask themselves.

It has been a matter of tradition in English schools to begin with French or Latin, or sometimes

with both at the same time. That French should have held the place of importance as a modern language in English schools is not to be wondered at, if we remember how closely our history has been interwoven with that of the French, when we remember that French is the language of diplomacy, and that it could, till comparatively recent times, carry us further through the world than any other language, and when we remember the extent of our commerce with France in proportion to our commerce with other foreign nations.

Not only, however, is French the first modern language taught in almost every English school, but in many schools German is looked upon as a subject of very secondary importance, and I believe in many not taught at all. As yet, I have only heard of one school in which German is begun before French, and that is Manchester Grammar School.*

It seems to me quite unjustifiable and extremely foolish to neglect to study the language of a great nation, to whom we are closely bound by blood-ties, whose contributions to civilization in so many directions are enormous, and whose rapid development is phenomenal.

Obviously, Germans and German methods have played a large part in America's progress.

No; we cannot afford to neglect German and all the intellectual advantages it offers us, as we are at present doing.

* On the Modern Side.

I would go further and say that I believe we should begin with German.

German is a more fully inflected language than French, and if a child is to learn only one foreign language, it is well that he should learn one that offers a strong contrast to his own.

Being a fully inflected language, German offers, to a certain extent, the educative accuracy of Latin.

Again, for those children who are going on to Latin, a still more highly inflected language, the German accidence forms a most useful bridge.

The advocates of French will doubtless say that English and French contain so many words derived from Latin and of the same, or nearly the same, form, that French is the best connecting link between English and Latin.

Against this argument it may be advanced that the chief difficulty for young children in learning a new language lies in its grammar, and that, by working on reform lines and using only the foreign language in the classroom, the difficulty of acquiring a vocabulary is materially diminished.

To this may be added that German not only bridges over the gulf between the practically uninflected English language and the highly inflected Latin, but also contains a vast number of words of common origin with, and similar in form to, the corresponding English words.

Again, German is more akin to

English in intonation, accentuation, and pronunciation. Its spelling, too, is more phonetic than that of French. It is, therefore, in these respects easier than French. Let us begin, then, with German.

When should the other languages be begun?

We are not here so directly concerned with the question as to the order in which Greek and Latin should be begun, but it may be remarked that, by reversing the usual order, we should omit to make use of a most useful stepping-stone to French. So we will suppose Latin to be our second foreign language.

What interval should elapse between the commencement of two languages?

It seems perfectly possible to take two years as our interval, without unduly postponing the choice between Greek and French, which means, of course, the choice between the classical and the modern side for those few who—be it said to our shame as a country—stay beyond the age of fourteen or fifteen in our middle-class secondary schools. This would mean beginning Latin at twelve, and Greek or French at fourteen, if we begin our first foreign language at ten; Latin at thirteen, and Greek or French at fifteen, if we began at eleven.

It must be confessed that we lose something by beginning French so late, though not as much, perhaps, as may appear at first sight. We must, however, be educators first and specialists afterwards.

The French pronunciation may not be so good as it might have been had we begun with French, and in all probability the intonation and accentuation will not be so good. But something must be sacrificed, whichever course we pursue.

As regards pronunciation, we may comfort ourselves, however; for a systematic drill in German will not only have sharpened the pupils' ears and trained them to think about the position of the tongue, lips, etc., while pronouncing sounds, but will have taught them the pronunciation of many vowel-sounds, which are closely akin to some of the most difficult French vowels.

The pupils' previous acquisition of German and Latin, and their all-round intellectual development, will largely compensate for the comparative shortness of the time which we now have left for French or Greek.

2. TIME IN THE CLASSROOM.

At what stage in the learning of a language are most school hours necessary?

By 'school hours' I mean time spent with the master, in distinction to time devoted to preparation.

The answer to this question leads us from a study of the time-table into the classroom.

I believe the answer to be: In the initial stages.

This answer is, of course, to a certain extent true of all subjects, inasmuch as it is well for the beginner to see, as soon as possible, that there is pleasure to be derived

from a further knowledge of the subject, and to realize quickly that he is making progress; but it is doubly applicable to the purely oral initial stage of reform-method teaching, for there the absence of the master means the entire absence of the model, and this involves the impossibility of setting home-work.

That the child may devote a fair proportion of his working hours to modern languages, he must, therefore, have more time with the master than he has for those subjects in which it is possible to set home-work from the beginning.

'But,' it may be asked, 'why should the work be purely oral in the initial stage? Are you not sacrificing time to a theory?' The answer is emphatically and distinctly 'No!' We are, on the contrary, saving time.

Show the child at the outset French or German words, orthographically written, and he will, whenever in difficulties, attempt to pronounce them like English. Prevention is in this case, as elsewhere, not only easier, but also quicker, than cure. The only work consists of a study of the organic formation of sounds, of sound-analysis and synthesis, of sound and sign drill, of systematic conversational work, of the learning by heart of poetry and prose, which the teacher recites to the class, of the singing of French or German songs, of easy calculations, geography, etc.

Not until a thorough mastery of the phonetic signs has been acquired can we safely set home-work; otherwise we run the risk of mispronunciation, though, certainly, to a less degree than if we use orthographic texts.

Further, as we have at first to dispense with the aid of reading and writing as helps to memory, and trust only to the fleeting impressions produced upon the brain by the sense of hearing, it is obvious that much repetition is necessary, and that this can only be carried out under the supervision of the master; hence, again, it is necessary for the beginners to spend a comparatively large number of hours with the master.

We have, too, to remember that there is no help to the good writing of a language which can be compared with the power to speak it, and we shall find, when the written work begins, that those who are best at conversational work will, as a rule, be the best at written work also.

We find, of course, striking exceptions in both directions—children whose sound memory is stronger than their sight memory, and *vice versâ*—but it remains true, nevertheless, that good speakers are, as a rule, good writers.

Therefore, during the first year or two, until the child has acquired considerable fluency in speaking, we cannot afford materially to diminish our oral work, and still we have to find time for reading, writing, learning by heart, and the induction of elementary grammar rules.

It is a matter of common ex-

perience that, once one has a firm grip of an art, comparatively few opportunities of practice serve to keep one at the same pitch of excellence, and that, when our opportunities are only slightly diminished, there is no reason why we should not make actual progress. The same holds true of the art of speaking a foreign language.

We conclude, then, that it is during the first few years that most school hours are necessary, and that the loss of school hours from any particular modern language, as the pupil grows older, and his curriculum becomes fuller, will have to be chiefly at the expense of conversational work.

It may not be out of place here to say a word on the value of a phonetic preparatory course.

Is a phonetic preparatory course a waste of time?

I believe that a careful instruction in the organic formation of sounds, the association of each sound with one definite sign, which is of such a nature and occupies such a position on a chart, always hanging before the eyes of the class, as to call up at once the sound associated with it, followed by daily sign and sound drill, by constant sound-analysis, by practice in reading and writing the signs, in due course followed by a methodical transition to orthography, consisting of the laborious hunting-out and classification of the orthographic equivalents for the phonetic signs—I believe that all this is a definite saving of time in the classroom, and that it may even lengthen the teacher's time on this earth by saving him the expenditure of much nervous energy.

What can be more tiring and discouraging for teacher and taught, what can cause greater delay than endless repetition of the same correction and explanation?

And why this waste of time?

Simply because neither sound, nor sign, nor organic position is clearly fixed in the mind of the pupil.

If, however, we begin with such a course as I have described, merely pointing to the sign on the chart should be sufficient to recall the correct sound.

I was told at Frankfurt that boys who began with phonetics spelt better than those who did not. My own experience tends to corroborate this statement.

Are we in the end wasting time by trying to avoid translation from the outset?

The answer depends upon our aim. If we are aiming at teaching our pupils to speak and read the foreign language in the same way that they speak and read their mother-tongue, then I believe that the answer is emphatically 'No!'

In the early stages, of course, the child translates mentally, but we must see that he does not give oral expression to his mental translation, for a spoken thought and an unspoken thought are of very unequal strength. The more senses we bring into play, the more indelible the mental picture becomes, and

the more likely to recur when the train of association is started.

The more, then, the use of English is avoided in the earlier stages the less will be the necessity for it later on. We must not be put off by those who laugh at 'pantomime.' Energy and ingenuity spent in avoiding translation will in the end reap their reward.

The average boy will not try very long to guess a riddle if he thinks you will soon tell him the answer; and in the modern language classroom, if he knows you are going to give him the English, he will wait pretty complacently until he gets it.

Now, guessing is a very important part of the beginner's work in modern languages. Guessing from the context, from intonation, look, gesture and action, is exactly the process by which those who travel learn a foreign tongue, and by which a young child learns his own language. Are we, then, to omit to develop in the child the very power which will make it easy for him to understand a spoken foreign language? Is it not also easier to remember the answer to a riddle, when one has guessed it one's self, than when one has been told it?

One often falls back on translation from lack of foresight. The new words and difficulties of a piece of poetry, for example, which has to be learnt by a class of beginners, should be simmering for days beforehand in the teacher's brain, and should be casually introduced, one by one, into conversation work, so that when the new piece is recited to the class the difficulties have already been conquered.

But even had we many more hours in the classroom than we have or can have, we should probably still find the time short for all that the teaching of a modern language demands of us. We must turn every minute to account, from the moment that the class comes into the room until the last seat is empty.

There is no help to the idiomatic writing of a language which can be compared with the power to speak it. This must be the guiding principle of those who work on modern lines—the thought, above all others, which is to influence our line of action. No circumstance, no accident, is too trivial to be seized upon and turned to account for a question and answer, for a visualized conjugation exercise, or for oral analysis. No device for getting our pupils to speak is to be despised.

We have then, to ask ourselves whether any moments go by which could be turned to account for conversational work. If we have registers and forms to fill up in class, or other unavoidable routine work to do, is the class describing our actions, or are the pupils asking each other questions on the last lesson, on the weather, or some other topic? Or, again, is a boy taking the master's place and conducting the class for the moment?

When an accident occurs, such as the upsetting of an ink-pot, is the interruption caused by the con-

sequent wiping up seized upon to describe the event in the foreign language, etc.? Do we do the talking, or do the boys? Do we do the correction, or do the boys?

Have we definite rules of procedure as regards oral correction, which work mechanically, and thus save time, like a machine? Some such plan as the following will be found to work well: If *A* makes a mistake he remains standing, *B* asks for permission to correct by putting up his hand; if he fails he remains standing; *C* tries and fails, and remains standing also; *D* corrects and sits down; *A* then corrects himself and sits down, and thereafter *B* and *C* each in their turn.

If the number of those standing be large and the time short, as soon as the corrector and corrected are seated, the remainder can repeat the correction in chorus. This sounds a long process, but I believe it to be a very true economy of time. The mistake that passes uncorrected by the person who made it will be sure to crop up again.

Do we make sufficient use of chorus work? It gives confidence to nervous boys; it insures that many backward and slow boys speak who would otherwise waste much time, and form a heavy drag on the class, and by no device can revision of oral work be carried out so rapidly and effectively.

Is our class so arranged, both as a whole and also as regards its individuals, that we can cultivate the power of imitation under the best possible conditions? If not, then we may be sure that we are losing time. Success in modern language teaching depends more on the cultivation of the power of imitation than on that of any other power.

This fact should lead us, then, to a very careful arrangement of our class, both as regards its position as a whole and also as regards the individuals of which it is formed. Unfortunately, the nature of many classrooms handicaps us severely in the arrangement of our class as a whole; but it is extremely important, for oral work, that the master should stand in such a position that the light may fall well upon his mouth. Nor should he stand too near to his class. If this mistake be made, boys on the front bench, more especially if they are small boys, habitually cease to keep their eyes on the master's mouth, owing to the strain of looking upwards.

It is, further, of the utmost importance that each individual in the class should not only be in a good position for hearing, but that he should have a full front view of the teacher's mouth, in order that he may be able to put his lips and jaws in precisely the same position, when it is his turn to imitate the sound or sounds made by the teacher.

It is therefore advisable to have few boys in a row, and to arrange the class in the form of an oblong, with its short side facing the teacher.

The same consideration leads us to a careful and fixed arrangement of the individuals in our class. There are, of course, other considerations

than the above, which influence us in this matter, such as a pupil's power of concentration, his sight and hearing; but it will be found extremely useful to put a boy who has an aptitude for the work in the centre of each bench, with a 'duffer' on each side of him, and, if there be five in a bench, which is about the highest limit for a good working number, a boy of moderate capacity at each end. These good boys are to be turned to account as assistant-masters, and there can be little doubt that they often achieve in a few seconds what will cost the master a minute or two. Duffers will learn to imitate them with comparative readiness, partly owing to their proximity, partly owing to a feeling that what can be achieved by a fellow creature, moving in the same plane as themselves, can also be achieved by them, and perhaps, be it said with shame, because even masters occasionally show signs of impatience, whereas the boy, who has just overcome the difficulty in question, has a more present sense of the difficulty, and is also lent patience by a certain excusable pride in his own achievement and in being called upon to turn it to good account.

This greater readiness to learn from a fellow-pupil than from the master is a consideration which should materially influence our method of procedure with young classes.

It should lead us to throw over the traditional plan of calling upon each individual in rotation to answer a question.

I may say here that all these methods of arrangement and procedure are merely adaptations of the methods adopted in Professor Rein's school at Jena.

We must turn our best pupils to account. They should be put on first to pronounce the new sound, repeat the new sentence, or read the new passage, after the master has given the model in the first instance; and when they have succeeded to his satisfaction, a duffer should be called upon at once, before the fleeting sound-impression has become materially weakened by allowing imperfect attempts to intervene; and then the moderate ones follow. The latter may be taken singly, if the sound or sentence is very difficult and time permits, or, immediately after the efforts of the duffers, the class may pronounce, enunciate, or read in chorus or in groups.

Where the new sound, sentence, or passage is not very difficult, time may be saved by putting on the clever and moderate boys, or even the whole class, in chorus first, and then taking the weak ones in chorus afterwards.

This plan of turning the good boys, as it were, into assistant-masters, encourages the backward and moderate pupils to work themselves up to the same standard of excellence, and thus induces a right and healthy form of rivalry, free from the evils which are engendered by constant place-taking and mark-giving.

I have no time really to enter

into the question of *marking*. Suffice it to say that, as it still exists in some of our schools, it involves a vast loss of time in the class-room and causes an untold loss of teaching energy, inasmuch as hours which should be devoted to the preparation of lessons are spent on soul-deadening calculations, which in the end do positive, I might almost say unmitigated, harm to teacher and taught.

As regards *place-taking*, of course the plan I have just advocated absolutely excludes such a practice.

The changing of places in class involves loss of concentration, and the discouragement caused by losing places and marks is detrimental to an active and sustained interest in the subject.

Apparatus.—As regards apparatus, in the widest sense of the term, I can only say, that if 'Time is money,' apparatus is time. This is a new table of measure, but a sound one nevertheless. I wish to confine myself here to discussing the use of one piece of apparatus—the blackboard.

Before all and above all we require blackboard space, not only for the master's use, but for the boys to write upon. We cannot find time in preparation hours for all the written work that we should like our boys to do, nor could the time be found to correct it all, if it were done; nor, again, can we allow our class as a whole to devote the precious hours in school to the writing of exercises. We must therefore effect a compromise, and, by a division of labour, crowd in as much written work as possible.

Boys should be called upon to write on the board while the lesson is in progress, and a few minutes at the end of the hour should be devoted to the correction of this board work. Thus a great deal of stuff can be put before the class, in a written form, which might otherwise only be treated orally, or even possibly be left untouched. Short, free compositions, grammar exercises arising out of the reading material, and pieces of poetry or prose, learnt by heart at home, can well be treated thus.

The subject of blackboard-work leads on to the question of written home-work, and this question raises that of teaching hours.

Take first *the correction of written home-work.*

No one will deny that correction is an extremely important part of school-work; but we may go further and look upon it as one of the most powerful factors in education, yet we shall not be exaggerating its value.

Correctors may be divided into two diametrically opposite parties: those who do correct and those who do not. This may appear a somewhat strange division, but it nevertheless describes the two parties pretty fairly.

I am a non-corrector.

But it may appear somewhat paradoxical to say that one is a non-corrector and, in the same breath, to urge the vital importance of this part of school-work; but the

teachers are not the only people at school.

The non-correctors want the boys to correct their own mistakes, thereby sharpening their power of observation, increasing their judgment, and cultivating a habit of independent thought. The non-correctors believe that the best corrector is the man who corrects least, a belief which is only a corollary to the wise proposition that 'the best teacher is the one who talks least.'

The teacher, then, should set a boy, or boys, to copy the written home-work from their exercise-books on to the board, while the rest of the class are working with him. When this has been done, the teacher should call the attention of the rest of the class to the board, and the work should be corrected sentence by sentence, the boys telling the teacher what corrections he must make on the board, at the same time making such alterations in their own books as are necessary.

This mistake-hunting increases a boy's power of observation; whereas the plan of returning a boy's book to him corrected and requesting him to re-write the sentence, or copy the corrected word several times, actually paralyzes this power. Even where the mistakes have only been underlined in the boy's book, half the work, which he can do for himself, has been done for him, and a great chance of training his observation is lost. At the end of each sentence, boys who have expressed the same idea in a different form should be given the chance of reading what they have written—a golden opportunity of increasing a boy's sense of proportion, as unnecessary questions about trifling differences should be promptly ruled out of order.

Where a typical mistake occurs or a sentence suggests an important subject of discussion, it should be seen that all pens be laid on the desk and that the whole attention of every individual be fixed on the point in question.

After the board work has been corrected, the teacher should look at a book here and a book there, to see that the work has been honestly attempted, to see that the corrections have been carefully made and that the writing is good. Obviously the lazy and shifty boys will constantly be called upon to show their books, and the hard workers seldom.

We are thus encouraging boys to work, not for the teacher's praise, nor because their work will certainly be seen, but because there is a pleasure in doing the right thing, and because they are proud to be trusted to work for themselves.

If a boy has learnt this, he has learnt one of the most important things that school has to teach him.

Probably no non-corrector will go so far as to say that work should never be taken in and underlined, or even in part corrected; indeed, it is well to do so from time to time, if only to give the teacher a clearer idea of the general standard and style of work in the class.

Occasional examinations, occurring perhaps once a month, will, however, go far to meet this purpose.

The form of correction advocated above is not only applicable to exercises, to grammar work, to elementary composition, and to translations into the foreign language, but also to more advanced compositions and proses; but it must be admitted that in the work of upper classes, where there is a greater divergence of thought and of modes of expression, it is well that the master should go through the written work himself, underlining and making suggestions, more often than in the lower classes.

Many objections will doubtless be advanced to this method of correction: one or two may be briefly discussed.

We are sacrificing much class time to corrections, time which is only too much needed for conversation, reading, grammar, etc.

This objection may be answered by saying that the quantity done is not the best test of work, that we are raising our correcting work to the level of a powerful educative factor, and that such collective correction itself affords opportunities for the learning of grammar and for conversation; for we are assuming from the outset that the class is conducted in the foreign tongue.

It will be urged that many mistakes must be left uncorrected in the boy's book.

Doubtless many are; but will you on that account discard a valuable and not easily replaceable instrument for mind and character training?

Another enormous advantage of the above advocated method of correction is that the master has more time for the preparation of his lessons, which obviously contributes to the success of his work; whereas the endless routine of correction hinders him from coming with new thoughts and inspirations to his work.

And this brings me to the question of teaching hours.

3. Teaching Hours.

One of the questions which I asked in the *Questionnaire* already mentioned was the following:

'How many hours per week approximately do your corrections out of school hours cost you?'

One master wrote in answer to this question:

'If I had not recourse to various expedients, which I think profitable both to the boys and to myself, I should not have a minute's leisure.'

There must be a vast number of teachers who can hardly find a minute's leisure, which means that a vast amount of teaching power, as well as human usefulness, is being wasted.

Without careful preparation it is impossible to come within measurable distance of one's best teaching, and modern language teaching demands more study and preparation than most branches of teaching.

Again, may it not be that one reason for the lack of interest shown by the English public in our schools and in education generally is to be found in the fact that the masters have not time to keep in touch with their generation, which fact in turn affects to its detriment the education given?

It would be a mistake to attempt to base statistics of the number of teaching hours in English schools upon the answers received to the *Questionnaire* which I sent out.

These answers, however, lead one to imagine that our colleagues of the gentler sex are very well off as compared with ourselves, and that we are rather badly off as compared with our colleagues in the higher Government secondary schools of Germany, Norway, Sweden, Denmark, Switzerland, and, of course, very badly off indeed in comparison with our French brethren.

Possibly the difference between our teaching hours and those of some of the countries which I have mentioned would not appear so enormous in actual figures, but English school life makes demands upon the teacher which the school life of no other country makes; and I, for one of many, am thankful that the life of English schools is such as to demand that the teacher should enter into, and to some extent share, his pupils' out-of-school life, and from the teaching point of view alone, I consider that this intercourse with one's pupils is of the utmost value; but then our teaching hours should be shorter, rather than longer, than those of countries where this out-of-school intercourse hardly exists.

But we are apt in England to look only at figures and quantities, and to undervalue the effect of method in teaching on the character of the pupil.

In case my remarks on time in the classroom should have created an impression that I am advocating an atmosphere of feverish rush, I hasten to add that no thought is further from my mind.

What I do advocate is, the use of every moment—the methods of the tortoise, not of the hare.

I believe that one of the greatest weaknesses of present-day English teaching is rush.

Perhaps the most useful lesson which the reports of the Mosely Commissioners on American schools contain for us is the lesson of leisureliness in the classroom. But to be leisurely in the classroom we need time for preparation in its widest sense.

Festina lente.

School is only the first stage in education.

M. P. ANDREWS.

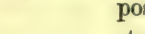
GREEK AND THE HUMANISTIC ALTERNATIVES IN THE 'LITTLE-GO.'

To many of our readers the pamphlet which constitutes Dr. Breul's contribution to the 'Compulsory Greek' controversy is well known. Much that he says is, however, of such importance that we have asked his permission to reprint certain passages in MODERN LANGUAGE TEACHING, as it seems desirable that they should be read even by those who have not taken a keen personal interest in the Cambridge struggle. Dr. Breul has courteously acceded to our request, and we accordingly give below some of the passages which appear to us of lasting value, apart from their bearing on the question which was before the Senate. Dr. Breul's long experience as a teacher and as an examiner lends great weight to the convictions to which he has given such earnest and eloquent expression.

I am no less of an idealist in educational matters than any of the defenders of compulsory Greek, but I firmly believe that for many boys who find it impossible to learn a practically dead language merely from books—such boys need not be in any way inferior to the most brilliant classical boys—an equally good and a much more congenial training can be secured by the study of a modern language, especially of German. It is sad to see how extremely ignorant even our better students often are not only of the language and literature, but also of the life and aims of those great nations which are fellow-workers with the English in the great field of European civilisation. In most cases this is due to the fact that as boys at school they were never allowed and encouraged to give much time to the serious study of French, and hardly ever had a chance of getting so far into German as to become really interested in its literature.

Even in our 'grammar-schools' grammar should only be taught as an indispensable means for the proper understanding of the great authors, but not as an object of study for its own sake. The study of grammar for its own sake, highly interesting as it is for the student of philology, is not a subject to be taught to a class of boys at school. The aim of the school teaching of any language must be, I think, above all, to enable the scholar to read the foreign authors with a certain amount of ease and fluency, to initiate him, as far as can be done in the case of boys, into the proper understanding and hearty appreciation of great and representative authors, and also to some extent of the principal ideals and the main currents of the life, thought, and aspirations of the great nations of ancient and

modern times. Lifelong interest can and should be thus awakened, not in a few, but in all pupils, and the elements of literary taste imparted, if the teacher is not only well informed but keen. In modern languages the speaking test should never be neglected, and it might also be insisted on, to some extent, in Latin.



The reason why so many scholars seem thoroughly to distrust the educational possibilites of modern languages is, I think, to be sought in the fact that in their younger days modern languages were so often taught in the most mechanical and amateurish way by untrained natives, usually of no university standing, who were considered to be, and sometimes actually were, on a par with the dancing-master or fencing-master or drill sergeant, but who were never for a moment seriously compared to a high wrangler or first-class classic. In the best interest of education these scholars, especially those of the older generation, believe it their duty to emphasize over and over again that modern languages are intrinsically incapable of being turned into efficient instruments of a true liberal education, and that the teachers of modern languages are necessarily inferior to those of classics and mathematics. They have not had time or opportunities for noticing that during the last ten or fifteen years teachers and methods have very considerably changed in this country, and that there is every hope of a further considerable improvement in the immediate future, when the men and women who have been or are being trained at this university and some of the best among the younger universities will have come more to the fore. Above all, those who doubt the possibility of a sound and efficient study of modern languages show by their objections that they have not realized the great strides modern language teaching has made during the last fifteen years on the Continent, where the causes that impeded its proper development, as here, have one by one been removed by the educational authorities. Here I can speak from a long and very wide personal experience, borne out by the testimony of many Englishmen who are acquainted with the conditions obtaining abroad at the present moment, and who hope with me that some day similar results may be obtained on this side of the Channel. But, in order to be able to achieve this desirable result, English modern language teachers must be given more time and much more practical encouragement. They may fairly demand to be at least taken *au sérieux*, and to be allowed due consideration and a fair chance.

I unreservedly believe that in our twentieth century, which has its own educational and national problems to solve, a boy ought to

be allowed a chance of obtaining a good classical or a good modern education in the first-grade schools of this country, and in either case a linguistic and literary training more enjoyable, stimulating, and generally efficient than that which has been usually given up to now. Apart from many eminent Englishmen whose views cannot be simply passed over with such terms as 'opportunism' or 'educational futility,' I need only point out that an overwhelming majority of the best foreign scholars of many countries have come to the conclusion that the monopoly so far enjoyed by classical studies is at the present time unfair and injurious, and must therefore cease to exist. The loftiest heights of Greek literature—as, indeed, of any grand literature—are quite inaccessible to boys at school, and even to the large majority of our students. If we speak of the training of *boys*, we can only speak of the mental fare that can be placed before them *at school*.

What we now aim at in modern language teaching in schools and universities is literary culture coupled with practical efficiency. By the side of the high aim of developing in the boys the elements of literary taste and judgment, we wish to give them, as far as is possible with boys of ordinary ability and not extraordinary industry, a real grasp of the written and spoken language, and also to initiate them into a sympathetic understanding of foreign modes of thinking, and a just appreciation of the spirit and the work of those great nations with which we have to live in the world in contact that tends to become closer with every decade. Who will deny that this is a high and noble aim, and one not altogether easy to attain with boys? It is humanistic in the best sense of the word, and if it is also practical —well, all the better! Such teaching will widen the minds and broaden the sympathies, and surely the efficiency of our rising generations will be greatly increased if they have been taught to understand the ways of other nations. Moreover, the teacher of modern languages has no less splendid opportunities than his classical colleague of training in his classes keen observers, accurate investigators, and independent thinkers. He justly claims to take his full share in the training of the future leaders of English life and thought. The aims of the better modern language teachers of the present day should, therefore, no longer be underrated and misrepresented, as has lately been done by so many speakers. They do *not* see the object of their lives in a mechanical grinding away at grammatical rules, followed by dull examples that are invented *ad hoc* and illustrated by silly moralising stories; but their noble aim is to be, no less than their classical colleagues, teachers of *humanities* who are anxious to kindle life, to arouse intelligent and active interest, to fire the enthusiasm, warm the heart, awake the

imagination, sharpen the ear, open the lips, unbind the tongue, promote readiness and elegance of speech, and to teach not only what is beautiful, but also what is true, and what is occupying the minds of the greatest writers of our own times.

And, if they will allow me to do so, I should like to suggest to my classical colleagues who may be open to conviction that, in reconsidering their schemes of teaching, they might do worse than look at some of the best books on modern language teaching, including the books and pamphlets of Münch, Waetzoldt, Walter, Bréal, and others. I sincerely hope that before long in our schools Greek teaching, although probably diminishing in quantity, will gain considerably in quality, intensity, and interest. The grammar will be learned from the language and not the language from the grammar. The mere philological instruction in grammatical facts will become subordinated to a resolute effort at stimulating the boys' critical and æsthetical enjoyment of Greek literature, and thus to teach Greek in our schools as a living force in ancient and modern civilization.

The boys have little to say, they have few intellectual interests, they are not really keen, they do not like to go to the root of things or to think out a question in all its bearings. I cannot help ascribing this frame of mind of very many students to the excessive and all-absorbing interest in athletics that is being fostered at most of the great public schools, and to the absolute contempt of most boys, unresisted by the small minority, for neat and careful work, well thought out and well written, or the manifestation of any kind of intellectual interests. They hate taking trouble, they will not exert themselves on any intellectual playground, and are far too easily pleased with themselves if their task is 'more or less' done. The unavoidable result is inefficiency arising from a complete want of mental concentration and intelligent interest in the case of many boys who now come for higher training to the university. Many of them may remedy these defects after a few terms, but some never acquire better mental habits. Apart from the not very satisfactory teaching given at present in certain subjects at most of the great schools, I think it is, above all, the *spirit* prevailing at them that needs a thorough reform; before this is done better results cannot be hoped for in the case of many of our students at the university.

CAMBRIDGE, 1855, 1905, 1955.

'YOU remember Josiah Tompkins, don't you?'

'Tompkins? Josiah? Not quite sure.'

'He kept on my staircase—took his degree in fifty—h'm!—fifty—fifty-five.'

This snatch of conversation I overheard on the underground on my way to King's Cross. They were two nice old gentlemen, and how, by those few words, they seemed to bring Cambridge back to me! The bustle and vigorous life of London was forgotten, and I seemed to be again in one of the old-world courts of my old university, in the ivy-clad court where I had spent some years. At King's Cross the feeling became stronger, as the men of a bygone generation thronged the platform. Younger men there were, too; strenuous men, whose faces showed the desire to win in the struggle of life that is for ever raging in our giant city.

Soon Cambridge was reached. What a crowd we were, slowly making our way through the barrier; and outside the station vehicles of every kind. Undergraduates with a band round the arm, showing the black words, NON-PLACET; even they had yielded. What, one wonders, influenced them? Was it the sentiment I heard uttered by more than one of the older men—'We had to do Greek, and we don't see why others should be let off'? That is the kind of thing that does duty as an argument.

Refusing a non-placet fly, we prefer to stretch our legs and to walk the mile to the old college. Cambridge changes little; few are its concessions to the *Zeitgeist*. Motor-cars there are—incongruous intruders. It seems characteristic that these should bear legends in favour of the reform, most pointed being the words: 'Let the clergy guide our lives, but not our learning.'

We inquire of a friend what happened on the first day. A heavy clerical vote; no doubt almost entirely in favour of the old regulations. He is anxious about the result; local estimates incline to fear an adverse majority of five hundred. He has watched the voters fetch their cards; has heard more than one venerable member of the Senate ask—not, mind you, which cards are for those supporting Greek, but which are for those retaining Paley. We are in the first decade of the twentieth century, and here are men settling this grave question with regard only to the retention of Paley. It is fair to assume that many readers of this journal have never had the melancholy task of reading Paley's *Evidences*, or even the abstract known as *Paley's Ghost*. If they wish to learn a sociological lesson, let them borrow a copy and see for themselves what, in the eyes of

some, was the crucial point in the controversy which has led to the expenditure of so much energy and has given rise to so much bad blood.

It is needless to describe the afternoon — the rush when the doors are opened; the hurried donning of other people's gowns; the shouting gallery of undergraduates; the arrival of the Prime Minister, who makes the egregious mistake of taking the Vice-Chancellor for a mere proctor and offers him one of the cards! Outside a dull sky, an intermittent drizzle, and a curious, nondescript crowd of town and gown. It is market-day, and the peasant-folk look on in dumb amazement at the strange sight.

As seven o'clock, the time for closing the poll, approaches, the shouting becomes louder, at times rises to a steady roar. Now—can we believe our ears?—there is a strange unison in the shouting—yes, it is the Yale yell. Not the genuine article, it is true, but something suggestive of it, and it seems as incongruous as the motor-cars. Now the counting of the votes leads to a momentary lull, then shouts and cheers, the non-placets have it by four hundred and fifty votes. The shouters disperse; they have more shouting to do elsewhere, for this is the last day of the Lent races, and there are going to be bump suppers and bonfires.

But we try to realize what this vote will mean; we turn our thoughts to the Cambridge of the future; and we cannot share the light-hearted irresponsibility of the undergraduate. Perhaps it is well that they do not realize what it means.

Once more we have come face to face with the great body of reactionary conservatism in this University, of which we are still proud, however great the claims which a larger life and wider spheres of action make upon our energies. For years no great question has been submitted to the voters in which reform has won the day. Listen to many of the younger dons at Cambridge, and they will tell you how anxiously they have discussed the problems which confront the University; there has been more such discussion during the last two years than in the twenty before. They, and many of the older men, too, have worked hard to bring about this reform; they have devoted time and money to it, though they could not well afford either; but they saw how much was at stake. Now they are disheartened; they have given up all hope that the University can be reformed from within, and they look wistfully, pathetically, to a Royal Commission.

But what can a Royal Commission do? It can inquire into the administration of the funds; but can it alter the requirements for admission to the University? Can it restore the country's waning confidence in its usefulness? Can it make it a genuine Universitas?

If England must be told to wake up, what are we to say to Cam-

bridge? It is out of touch with the nation's needs. True, it has made some concessions. A school of modern languages has been in existence for twenty years, and much good work has been done; but why are we still waiting for the Readers to rank as Professors? There are fine buildings for science; all honour to those who led to their erection; but where is the scientific spirit? What independent work are the undergraduates led to do? A man may spend his three years at Cambridge, and pass a Tripos too, yet be as incapable of thinking for himself as of understanding the thoughts of others. Consider the amount of research work at Cambridge; is it not ludicrous? What there is may be very good, but there is deplorably little when it is remembered that every year a thousand fresh men enter the University.

The position of the non-local Universities is becoming more and more serious. In our great towns young and vigorous Universities are arising. They have no charm of tradition, no noble buildings dating from medieval times; but they also have no stifling dead-weight of meaningless convention and mouldy creed. They are in the midst of a vigorous municipal life, and the level-headed merchant believes in them, and believing in them, helps generously to increase their efficiency. He is aware that technology is of growing importance, and is proud to see the good work in the technical classes of his University; he knows the value of modern languages, and supplies libraries and travelling scholarships. He does not believe in the educational value of a subject merely because it is old.

It may be asked, Are we to make the merchant, then, the arbiter of education? By no means; but it is useless to shut our eyes to the fact that a University, in order to be efficient, needs money; useless to deny that waste of money and lack of money are at the root of much that inspires serious alarm at Cambridge; useless to contend that the non-local Universities are slowly but surely losing the confidence of the country. If they lose that, they have lost all; they have lost their *raison d'être*. London, Birmingham, Manchester, Leeds and other local Universities will take their place as centres of learning, as leaders of thought; and the time will come when the New Zealander will stand in reverent wonder before the mouldering ruins of King's College Chapel, and listen to the feeble accents of a tottering guide who barely remembers the days when men resorted to Cambridge and studied there. Will the New Zealander believe his words?

EXPERIMENTS IN METHOD.

THE purpose of the present article is to suggest to any of my colleagues who happen to be favourably circumstanced the possibility of conducting on scientific lines a series of observations and experiments in linguistic method. It is not to be hoped that the first efforts will satisfy the most rigid requirements of scientific research. But the essential for the moment is to make a beginning. Experience and criticism will do the rest. It may be that no startling discoveries will follow. Yet, even if the only result is to reaffirm old conclusions, we shall have achieved something by simply removing these conclusions out of the vexed domain of personal opinion, where emphasis often does duty for proof, into that of demonstrated fact.

RECORDING MISTAKES.

The object of these records is to find out (1) the various ways in which the mistakes made by pupils arise; (2) how long mistakes once made tend to persist. The inquiry will itself probably suggest other questions. It is hoped that the results will help us to deal more successfully with what is a real difficulty in every classroom, the prevention and cure of blunders.

The mistakes to be dealt with are of two kinds, oral and written. The oral are difficult to record except in classes where more than one teacher (*e.g.*, a student teacher) is present.

With each mistake recorded should be given: (1) Sex of pupil. (2) Age. (3) Place in the class: upper third (up.), middle (md.), lower third (lo.). (4) Natural capacity in four terms: Above the average or clever (cl.), average or ordinary (ord.), under the average or dull (dl.), abnormally dull (ab.). (5) The date of each entry.

While the investigation is proceeding no attempt should be made to draw conclusions. Attention had best be strictly limited to accurately recording the facts.

The following record kept of an *oral* mistake made by an abnormally dull boy will provide other symbols needed. The mistake consisted in prefixing the feminine article *une* to the word *tableau*, in answer to the question *Qu'est-ce que ceci?* Each entry refers to a different lesson.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
W	W	W	W	W	R	WR	R	R	R

Here W = wrong; R = right; WR = wrong, but instantly corrected by the pupil himself. All that I did was, either in revision or at any opportune moment during the lesson, to point to the blackboard, ask the question as if it came in the ordinary course of business, and have the answer corrected when wrong. It will be seen that

the mistake was regularly repeated up to Lesson 5. In Lesson 6 the word was given correctly. The WR in Lesson 7 was due to momentary flurry, and is interesting as showing that in the absence of concentrated attention the W impression was still dominant — in other words, that the R impression had not yet become instinctive. By Lesson 10 it becomes practically instinctive. The chief immediate use to me at the time of this record was that it showed me the necessity of following up a boy's mistake. In the case of ordinary pupils the mistake was eliminated in about the third lesson. What caused the mistake here recorded I did not find out.

It is of course possible to deal with written mistakes in a much more complete manner. The subjects referred to in the following records were the three top boys of a class of twelve in a public school.

No.	Sex.	Age.	Place.	Cap.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
1	Boy	10·4	up.	ord.	dictée	R	R	R	dictèe	WT	WT	R	R	R	WO	R	
2	Boy	10·0	up.	ord.	dictée	R	R	dictàe	WO	WO	R	dicteè	WT	R	R	R	R
3	Boy	10·0	up.	ord.	cing	WP	WP	R	cinque	WT	R	WR	R				

Here R = right; W = wrong; WR = wrong, but crossed out and corrected before giving up; WT = wrong and corrected by the teacher — it being assumed that the pupil's attention was directed to the mistake; WP = wrong and corrected by the pupil; WO = wrong, and not corrected in writing at all. In the spaces along the top from 1 to 14 the dates should be entered.

The following interesting points may be noted in the above: Boys Nos. 1 and 2 started with the correct spelling. The mistake was due to the introduction of the grave accent for the first time in connection with the ordinals. It was the introduction of the same disturbing factor that caused the variant blunder *cinque*. More careful teaching would have obviated both. These records have, by the way, a trick of bringing the fault to the door of the teacher. In column 11 the WO is also interesting and not a little perplexing. A further point is that, as far as the above record is concerned, it seems to matter little whether the mistake is corrected by the boy, the master, or not at all. But this leaves out of count corrections by oral spelling of the mistakes in question. In any case, it will be time to consider conclusions when several hundred similar entries are to hand.

Whether all or only a few pupils in a class should be made the subject of experiment and observation is a question that each teacher will decide for himself.

When the cause of a blunder is uncertain, it should be given as uncertain, the several possible causes being stated. It is in seeking the

cause that the greatest caution is necessary, as it is precisely this part of the inquiry that lends itself most to fanciful assumptions.

Those prepared to keep such records are requested to send *their names and addresses* at once and their records when complete to me at 19, Dartmouth Park Hill, London, N.W. Any suggestions and amendments, or any demands for further information, will be welcome at the same address. The final results will be tabulated by kind permission of the Editor in MODERN LANGUAGE TEACHING.

If the present suggestion meets with support, the writer will be prepared to make others, among these one that is closely connected with that in this article. It will have for object to provide a reliable means of classifying the various types of verbal memory (visual, auditory, tactual) that are to be found in one and the same class-room. And it is hoped that the aid of expert psychologists and physiologists may be secured in the preparation of the record form and tests. Another experiment will relate to the debated question of the use of the phonetic script in the class-room.

F. B. KIRKMAN.

[Most willingly do we insert the above article, and we trust that Mr. Kirkman's able plea for the scientific investigation of mistakes will meet with a ready response from many teachers. His suggestion may be particularly commended to the notice of those engaged in the training of teachers; it will tend to render the beginner more observant, and also help him to realise how often the repeated occurrence of the same mistake is best ascribed to other causes than the 'perversity' of human nature. —ED.]

ONE PENNY PLAIN.

A PLEA FOR CLEAN TEXTS.

A CLASSICAL master at one of our big public schools was once urged by his headmaster to adopt for reading in his Form some editions of Greek plays of which he (the headmaster) was editor.

He excused himself on the plea that his one occupation in using an edited text was to explain to his pupils the incompetence of the editor, and he submitted that it would be a bad thing for the discipline of the school if, in a moment of forgetfulness, he were to denounce the scholarship of his chief.

The plea was admitted in this case; and I imagine, *mutatis mutandis*, that many modern language teachers find themselves at times in the same position as the pedagogue aforesaid—more prone to enlarge on the deficiencies of edited texts than to extol their merits. I believe, moreover, that very few

boys provided with annotated texts dare to use the notes, as the fact of their employing any of the ready-made translations of difficult passages given therein is often sufficient to damn their renderings in the eyes of their teacher.

The schoolboy, like the boa-constrictor, swallows his prey whole, and he but seldom recognises the fact that the unavailing editor gives him in nine cases out of ten the sense of a passage in order to help him to arrive at a more literal and generally preferable English rendering of the same.

Notes of this sort are really more bother than they are worth, not because the editor does his share of the work badly, but because the pupil does not do his share of the work at all, with the result that the teacher has not only to explain the original passage, but also very often to further explain his editors' note.

The advanced student, given the key to the passage, can readily work out for himself a more literal English equivalent, which, from a closer fidelity to the actual words of the original passage, will gain more credit from his teacher or examiner than any free translation, however idiomatic.

The pupil of modern attainments learns by experience to look upon most of the notes given as a series of traps to be carefully avoided whenever possible.

On the other hand, if an editor goes to the opposite extreme and supplies absolutely literal renderings, teachers complain that all the difficulties are smoothed away, and the pupil has nothing 'craggy to break his mind upon.'

As regards the vocabularies which are bound up with prepared texts the less said the better; they are a weariness to the flesh to produce, as many of us know from bitter experience, and they have—owing to considerations of space and the length of the printer's bill — one fatal defect. They give only the meanings required in the text.

The pupil must forego the useful exercise of selecting from the dictionary the meaning suitable for any particular passage, and he must lose at the same time a perceptible percentage of his very finite capacity for taking pains.

I believe the slip-shod translations which are so often shown up are due to a long course of these prepared literary foods which, being too early digestible, produce a flabbiness of mental fibre.

I once had the pleasure of reading with a high classical form, who were not supposed to attach much importance to French, Alphonse Daudet's *Petit Chose*. We had only two hours a week allotted to us, and we were told, as this subject was merely a side-show, that no examination would be held in it.

We got the ordinary yellow-back copies, and the boys from the outset looked upon these as something quite different to the nicely-bound annotated texts they were accustomed to use. Many of them, indeed, hypnotised no doubt by

the yellow cover, got into the habit of reading ahead, treating their text — ye Gods! — as an ordinary novel.

I look back to these few hours as the most satisfactory piece of work I ever did.

We read, of course, quickly; there were no notes to bother us, and I allowed no notes to be taken.

The result was that the boys really began to use their memories, and they had the pleasing sense of reading an admirable piece of literature as distinct from a carefully prepared scheme of instruction, in which the beauties of the prose should be, as often, subordinated to (let us say) the use of the subjunctive.

The books themselves—*mirabile dictu*—instead of being hurled into the waste-paper basket at end of term with a sigh of relief, were in many cases, as I have reason to know, actually kept to be dipped into later on for the mere pleasure of reading.

Prepared texts, I contend, quite destroy a pupil's sense of reading a book—a thing, that is to say, with a beginning, a middle, and an end.

He gets the impression instead of an endless series of paragraphs, so many to a lesson, each containing certain admirable grammatical or historical facts painfully rubbed into him by the editor, and sometimes partially obliterated by his teacher.

The beginner ends by losing confidence either in teacher or editor or both, as he does not trouble himself to discover that these excellent authorities may alike be equally correct in a particular case.

With a clean text the teacher has a clear field. The funny boy has no opportunity for heckling him by showing him, to the admiration of the form, that he differs from the editor. The pupil's attention is not distracted by the desirability of keeping a thumb in the notes or vocabulary. The teacher no longer wastes time by enlarging on the glaring deficiencies of the notes provided.

Let us have, then, instead of the present annotated texts, a series of companion manuals, quite distinct, containing, perhaps, about a hundred idiomatic phrases, numbered as they occur in the text, and not more than, say, twenty pieces of continuous prose, affording practice in these phrases; a few historical notes; and a certain number of blank pages ruled in columns, so that the pupils themselves may make lists of the harder French words occurring in their text, but without the English meanings, for use in *viva voce* drill.

Further, I should like the phonetic symbols clearly printed on the outside back-page of such a manual, so that pupils might use them for reference during the lesson without having to open the book.

I would use as dictionary the smaller Larousse as published by Messrs. Dent, and I think if we got the actual French editions of selected texts, wherever possible,

with illustrations, the books themselves would be quite likely to find a place among the schoolboy's small transfigured collection of treasures between the last volume of Henty and the latest sensation of Max Pemberton.

P. SHAW-JEFFREY.

THE MODERN LANGUAGES HOLIDAY COURSES OF THE TEACHERS' GUILD.

AN intending student at a Modern Language Holiday Course abroad, if he looks through the useful, because comprehensive, list published yearly by the Special Inquiries Department of the Board of Education, will notice that no less than four of these courses are organized by the Teachers' Guild of Great Britain and Ireland. If he makes further investigations, he will discover that, whereas the other courses are locally arranged for any students who choose to attend from any foreign countries, these courses are designed for *English-speaking* students, whose difficulties are mostly of the same character, and that, though they are organized from England, in each case there is a local committee of native teachers and others, working with the English committee and in a definite relation to it. He will also find that to each centre an English representative — a headmaster, or an assistant-master in a school of recognised position—is sent with the students, and stays with them throughout the course. He acts as their guide and Mentor, classifies them according to their proficiency, and serves as a standing link between the English and the foreign committees.

It was the energy and enthusiasm of Professor J. J. Findlay that originated these courses in 1893, and the Guild took them over in 1896, as they had already grown to be popular enough to require permanent office help, such as the Guild could provide. The first courses were held at Caen and Jena, and Tours was very soon added. The courses at Tours are still maintained, and are supplemented by others at Honfleur, Neuwied-on-the-Rhine, and Santander.

These courses, in French, German, and Spanish respectively, will be held this year, as in 1904, during the month of August. The students will assemble on the 4th day of the month in the first three centres, and on the 5th at Santander. The work will in each case cover from eighteen to twenty days, excluding Sundays. They are stated to be specially intended to promote among English-speaking people a knowledge of the languages, customs, and ways of thought of the countries visited. They are equally available for teachers and non-teachers, and there is no restriction of age, so long as the students are old enough to take care of themselves or attend under the supervision of a senior. In all the centres

there will be, besides the more advanced courses, elementary courses for such students as possess some knowledge of the language, but no conversational grasp of it. Mere beginners are not advised to attend, and this limitation is especially necessary in the case of the Spanish course, as there are very few likely students who have *no* knowledge of French or German. The Guild takes special care to encourage preliminary preparation for the courses at home, and publishes lists of books recommended by the local teachers for study in connection with the courses in its preliminary circular at the beginning of each year.

All the foreign teachers who proved so proficient last year* will again give their services, and the importance of phonetics will be fully recognised, especially at Neuwied, the scientific study of phonetics being better developed in Germany than in the other countries.

The lecture courses will be as follows:

At *Tours.—Elem.:* Nouvelle Série de Traditions, mœurs et coutumes communes aux habitants de la Touraine et du Berri.

Adv.: Les Tourangeaux illustres.

At *Honfleur.—Elem.* and *Adv.:* À travers la littérature française et les programmes des universités anglaises.

(N.B.—The syllabuses of these two courses are different.)

At *Neuwied.*—Schiller: his influence to-day, his personality, his relation to Nature and culture, his tragedies, and the work of Schiller and Goethe in representing life.

At *Santander* the teaching will be mainly individual, as few students can follow lectures in Spanish; but lectures will be arranged for advanced students, should they attend.

Great stress is laid on the conversation classes in small numbers in these courses, and also on distributing the students into groups of not more than two or three in one private family, for residence.

The English representatives, who will be in charge of the students, will be: at Tours—Mr. E. C. Fisher, M.A., Dover College; at Honfleur, Mr. E. Buck, M.A., Christ's Hospital; and at Neuwied, Mr. S. de Ste. Croix, M.A., Christ's Hospital. Should the number of students for Santander be small, no representative from England will attend, but Don Fresnedo and Mr. S. Beirne, of Astillero, near Santander, will act in that capacity. All of these gentlemen have acted as representatives already, and all except one more than once, Mr. de Ste. Croix many times.

Towards the end of the courses,

* At Tours: Monsieur Chabrier, Agrége de Philosophie, and Monsieur Marjault, Professeurs at the Lycée; at Honfleur: Monsieur Albert Leconte and Monsieur Blossier, Officiers d'Académie, Professeurs at the Collège; at Neuwied: Professor Dr. A. Biese, Director of the Royal Gymnasium, and Dr. Williger; and at Santander: Señor Don Ramón Noval, of the Instituto, Archivist of Santander. Should any advanced students attend at Santander, they will be under the care of Señor Don Fresnedo de la Calzada, of the Instituto.

at the French centres and at Santander, examinations will be conducted by the local *professeurs*, to test the progress and proficiency of the students. They will consist of two parts: (1) a written composition, and (2) an oral examination. The examinations will be intended to test the power of the student to write and speak the language, and to understand it when spoken, with fair correctness and facility. An advanced examination at the French centres will aim at testing the power of the candidate to teach the French language efficiently.

Certificates of progress will be awarded to the successful candidates. It is optional on the part of all private students to present themselves for the examinations, but nothing more than a certificate of attendance can be given to those who do not take one.

The usual provision for excursions and social meetings is made, the châteaux of the Loire Valley forming a special attraction at Tours, and their owners often being very hospitable.

The fee for attending as a student at any centre is £2 2s., and the estimated necessary cost of the courses, counting from and back to London, is: Tours, about £12; Honfleur, about £11; Neuwied, about £11; and Santander, about £16.

The Guild publishes a handbook every year on May 1, giving all necessary details about these courses, including a list of householders who will receive students as inmates (price 6½d., post free). We recommend all intending holiday students who feel attracted to any of these four centres to write to the office of the Guild, 74, Gower Street, London, W.C., for the preliminary circular (gratis), and if they decide to follow one of the courses, to get the handbook also.

UNIVERSITY OF LONDON: HOLIDAY COURSE FOR FOREIGNERS.

LAST year the University of London held its first Holiday Course for Foreigners, which was attended by 209 students of fifteen nationalities. The Board for the Extension of University Teaching, which made the necessary arrangements, has been encouraged by the success of the first attempt to hold a second course this year. Professor Walter Rippmann has been reappointed Director of the course.

The general scheme of work will be the same, with such changes as experience has suggested. There will be lectures on English Literature, the Phonetics of Modern English, English Institutions, Education, Life and Ways, English Architecture, etc. Among those who have promised their support are Dr. H. F. Heath, Dr. R. D. Roberts, Professor Hall Griffin, Mr. G. E. Fuhrken, Mr. Cloudesley

Brereton, Mr. Arnold Mitchell, Mr. John Lea, and Dr. Max Walter of Frankfurt. The Inaugural Address will be delivered by Sir Arthur Rücker.

The full course will extend from July 17 to August 18, but students will also be admitted to a short course from July 31 to August 18. The fees will be £3 and £2 respectively. It has been thought desirable to limit the numbers to 150 taking the full course, and an additional 100 taking the short course.

Besides the lectures mentioned above, there will be exercises in Practical Phonetics and classes for composition and conversation. The afternoons of Monday and Thursday and the whole of Saturday in each week will be devoted to excursions to places of interest in and near London. On Tuesday evenings there will be lantern lectures. On Wednesday evenings the students will have opportunities of practice in singing English songs, under the direction of Mr. Reginald Clarke, or of obtaining instruction in elocution rom Mr. Bernard MacDonald. n Friday evenings there will be ebates.

A certificate of attendance will be given to all those who satisfy the necessary requirements; and a certificate of proficiency in spoken English will be awarded as the result of an oral examination, combined with a test of ability to represent spoken English in the transcription of the Association Phonétique Internationale.

Much inconvenience was caused last year by the arrival, after the beginning of the course, of students who had not signified their intention of taking part in it. It has consequently been decided that no students will be admitted who have not obtained their tickets on or before July 15.

Further particulars of the course and forms of application for admission and for accommodation can be obtained on or after May 1. All communications should be written in English, and addressed to

THE REGISTRAR OF THE
UNIVERSITY EXTENSION BOARD,
University of London,
South Kensington, S.W.,

with the words 'Director of the Holiday Course' added in the top left corner of the envelope.

EXAMINATIONS.

THE OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD have issued a summary report on the work done during the thirty years 1874 to 1903, which is full of interest. It refers particularly to the Higher Certificates.

In ENGLISH the number of candidates rose steadily from 1874 to

1900, in which year, for the first time, candidates were allowed to offer the English Essay without taking the whole subject of English. Since 1900 there has been a slight decrease in the number offering the whole subject. The statistics given in the report are as follows :

	Number of Candidates.	Passed.	Distinguished.
1875	43	26	9
1885	113	66	7
1895	473	395	38
1903	895	559	51

The study of Shakespeare has, on the whole, tended steadily to improve. The teachers and candidates take a more enlightened view of what it is worth while to note in a play, and, without omitting the study of language or the explanation of difficulties and allusions, they have shown more interest in the appreciation of character and, speaking generally, in the ethical aspect of the plays. In the work done in some of the other books there has not been so much steadiness, and it has made considerable difference in the interest excited, and consequently in the quality of the work, whether the books taken have been those of Burke, Bacon, or Spenser.

The Chaucer work, perhaps because it is work within very definite limits, has been for some time exceptionally good.

Tennyson's *In Memoriam* has of late years been offered by a few schools, but so far the results have not been very satisfactory.

Some not altogether favourable influence upon the quality of the English essays has been exercised by the fact that many candidates now take up this subject in order to obtain exemption in the previous examination at Cambridge. This has had a tendency to lower the average style of work sent in, and there does not seem to have been much improvement in the amount of attention paid to this subject, or in the nature of the instruction given in the schools, with some honourable exceptions.

The following table shows the proportion of candidates taking FRENCH and GERMAN respectively, and the number of those who pass and who gain distinction.

	Total Number of Candidates.	Candidates Offering—		Passed in—		Distinguished in—	
		French.	German.	French.	German.	French.	German.
1875	461	51	18	34	13	13	4
1885	790	263	94	183	62	24	20
1895	1,938	1,250	298	1,017	171	82	25
1903	2,140	1,414	311	868	230	30	20

There is but little change in the last ten years in the proportion of candidates taking each language. The number taking German still remains very small.

The higher percentage of distinction in German is partly due to the number of children of German-speaking parents in the schools. The diminution in the percentage of passes and distinctions in both languages is due rather to raising of the standard than to any falling off in the performances of the candidates.

During the last few years several changes have taken place in the examination. In 1896 a somewhat higher standard in French composition was adopted, and in 1897 the grammar and composition papers were separated.

In 1901 a voluntary oral examination was instituted. In that year 122 candidates offering French presented themselves for it, two-thirds of whom were girls; 62 per cent. passed. In 1903 there were 210 candidates, two-thirds of these being girls. Of these, 57 per cent. passed (boys 30 per cent., girls 70 per cent.). In German the numbers were 40, of whom 80 per cent. passed; and 52, of whom 80 per cent. passed.

In 1902 an alternative to the grammar paper (Part I.), consisting of conversational sentences testing grammatical knowledge, was introduced in the German examination, to meet the views of some supporters of the *Neuere Richtung*. The example has not been followed in French; but in the last examination a larger number of short sentences for translation have been introduced in the French Grammar paper. A further change has been made this year (1903) by the introduction of 'free composition' on subjects taken from the prepared books as an alternative for the longer passage in Part I. of the composition paper. A few candidates took advantage of this alteration, but it is too soon yet to say how the plan will work, and the opinion both of teachers and examiners is divided on the subject. On the one hand, a considerable number of teachers believe that 'free composition' cultivates the habit of *thinking* in the foreign language, and that *translation* into it belongs to a comparatively late stage of training. On the other hand, it may be urged that, in teaching Latin and Greek, themes for verse and prose composition, once customary, are not now set, or are very rarely set, as school exercises, and never, so far as we know, in examinations, both because to turn given English idioms into their Greek or Latin equivalents is more instructive and a better test of scholarship and intellectual training, and because, to use a sporting metaphor, it is better in an examination to ride the candidates straight at their fences than to give them an opportunity of shuffling round by a gap.

The following points suggest themselves as to the work done on the several papers. *Unprepared passages* are often well translated,

especially by candidates who have received the general scholarly training of a sixth form. A distinct advance is noticeable in German. But many candidates have neither the knowledge of language, nor the general maturity of intelligence, which would enable them to grapple with a passage requiring connected thought as well as familiarity with idiom. This is especially noticeable in the translation of poetry. In the present year the examiners requested candidates for a pass to confine themselves to the two prose extracts, and so give themselves more time for thought and for revision. There is a good deal of evidence that the weaker candidates do not begin by reading over carefully the pieces to be translated, and that they do not revise what they have written. 'It often seems,' says one of the reports, 'as if a candidate began to write his translation before reading to the end of a sentence.'

In *Grammar* there is a distinct improvement, the failures being less numerous than formerly. The questions on verbs are generally well answered; the knowledge of genders and of the use of French pronouns and German prepositions leaves much to be desired. Syntax is generally rather weak; the not very difficult questions in Part II. are rarely attempted with success. Very few candidates touch the philological questions, but it would be a pity to drop them; they are generally on simple points within the reach of schoolboys, and are certainly not more difficult than the corresponding questions in Greek and Latin papers.

In *Composition* there is on the whole an improvement. The more difficult passage is still too frequently attempted by the weaker candidate, whose time would be much better spent in careful revision of the easier piece. A large number of compositions are disfigured by mistakes in elementary accidence and syntax; and in French ignorance of genders is noticed again and again, but more serious errors are also common. In German there is considerable want of vocabulary.

The *Prepared Books* are generally well translated, but questions on the subject-matter and on grammatical difficulties are not so satisfactorily answered. The changes made from time to time in the list of books have generally been in the direction of co-ordination; for example, Faguet's criticism has been set in connexion with Racine's *Athalie*, Michelet's *Louis XI.* with Delavigne's play, and Taine's *La Fontaine* with a selection from the fables.

Dictation is well done by many candidates.

The question may be asked how far modifications in the examination are required by the newer methods of teaching modern languages. The examination has already been influenced by those methods; 'free composition' is given, and the examiners now avoid rare grammatical forms, and test knowledge

of syntax by asking for translation or exemplification of usages rather than by more abstract questions. Moreover, the introduction of an oral examination encourages the teacher to combine instruction in conversation with the study of the prepared book. On the other hand, it should be remembered that the part of those methods most generally approved is intended for the earlier stages of instruction; the methods do not profess to teach accurate translation and scholarship as understood by classical scholars, nor do they lay much stress on the study of a modern language as an instrument of general education. Were the Higher Certificate Examination intended for children in a comparatively early stage of their study of French or German, the case would be different; as it is, the examination is meant to test results, however attained. In all probability the fluency and command of idiom aimed at by the methods in question will tell on the composition; if they are less successful in producing exact scholarship, and in cultivating general intelligence, it is important that the character of the examination should be such as to bring out those defects.

* * *

We draw the attention of our readers to a valuable article in the February number of the *School World*, in which Dr. E. R. Edwards gives his views on the way in which oral examinations in modern languages should be conducted. He has had much experience in connection with the London University Examination for school certificates, in which an oral test is rightly regarded as an essential part of the examination in modern languages.

CORRESPONDENCE.

VACATION COURSES IN MODERN LANGUAGES.

March 13, 1905.

Sir,—I have just read with great pleasure the highly attractive and instructive first number of Modern Language Teaching, and was specially interested in your report of the annual meeting of the Modern Language Association. As an ex-President of our Scottish Modern Languages Association and of the Edinburgh German Society, and as a vice-President of the Franco-Scottish Society, I have necessarily been involved for many years past in the 'Living *versus* Dead Languages' controversy, and was therefore delighted to find most of the leading arguments in favour of the living languages so admirably set forth in your pages.

My primary object in addressing you just now is to beg respectfully to call the attention of your readers to the vacation courses in Modern Languages to be held in the University of Edinburgh in August next. We do not desire to compete with excellent vacation courses held elsewhere. Our aim is different from that of the Oxford Delegacy and others, where all the lectures are given in English, and where the subjects treated of are multifarious. We propose simply to teach French and German (and possibly Italian and Spanish at a later period) to our

own countrymen and countrywomen, and English to foreign students. ('Raum für Alle hat die Erde!') Our courses are organized by an influential and representative council of a hundred members, while our patrons and presidents include Cabinet Ministers and the highest academic and other educational authorities in Scotland. We have reason to believe that our scheme will prove a great boon, not only to foreigners, but chiefly to our native teachers of French and German in Scotland and the North of England, perhaps also in more distant regions. The aim is to provide about three hours daily during the month of first-rate instruction in each of the three languages. Out of some thirty-five professors and lecturers whose services we have fortunately secured, I would beg leave to name, at the risk of seeming invidious, such high authorities on language, literature, and phonetics as Henry Sweet, A. Jeanroy, Paul Passy, Paul Morillot, Wilhelm Viëtor, Henry Guy, and Georg Witkowski, while a considerable number of our own staff are co-operating (gratuitously) in the English and other teaching. One special attraction among others will consist in dramatic recitations by distinguished artistes in each of the three languages.

Great as these educational advantages undoubtedly are, we have reason to believe that the social and international benefits to be derived from these vacation courses are even greater. I have myself been greatly struck at Grenoble and elsewhere by the beneficent and invigorating effect of intercourse with hundreds of students, chiefly of the teaching profession—the *élite* of many different nationalities. All students and visitors will therefore be sure to derive benefit, as well as to have a warm welcome, if they are good enough to patronize these courses in our romantic old northern capital in August next.

If your valuable space permitted, I would fain have called attention to some of the more burning questions connected with the teaching of modern languages. I should like to have touched on the admirable and thoroughly rational 'Frankfort system,' on the 'new method' and the 'direct method,' and phonetics, etc., and to have proved (as I venture to think I can!) that the thorough and serious study of a living language (at least, of one of the great *Kultursprachen*) is more difficult, more disciplinary, and more educative than that of any dead language under the sun. But I refrain, for the further reason that I am not a professor or teacher of languages; I am only a warmly interested outsider, and I shall not presume to 'rush in' where even your experts (as I often notice) sometimes 'fear to tread.' As a member of our vacation courses council, I merely venture to voice their sentiments, and to trespass on your indulgence with a view to promote the great cause of the modern *litteræ humaniores*.—I am, Sir, a sincere well-wisher of MODERN LANGUAGE TEACHING.

J. KIRKPATRICK.

NOTES AND QUERIES.

WHEN I was studying Béarnais some years ago in the Western Pyrenees I was always told that the Béarnais form of greeting, 'Adichat' (or atichat) was the same as the French 'à dieu soyez.'

I have always considered since then that 'adieu' was a short form of this short phrase, with, of course, the *meaning* of the much longer phrase in Payen-Payne's *Idioms*.

P. SHAW-JEFFREY.

I HAVE noted 'Crammer's' query in your last number. He is right in questioning the correctness of deriving 'adieu' from 'Je vous recommande à la grâce de Dieu.' The words 'la grâce de' are an interpolation of grammarians; the words 'ad Deum' are found in Latin and in Godefroy's Dictionary; the connection through medieval French to the modern form is clearly shown. Should ever a fifth edition of my little book be needed, I shall make the correction in the note. DE V. PAYEN-PAYNE.

FROM HERE AND THERE.

ALL members of the Modern Language Association will offer their warmest congratulations to Dr. G. R. Edwards on his appointment to an inspectorship under the Board of Education. We understand that he will have charge of the London district, a position for which he has special qualifications. His experience as a scholar of one London school and as teacher of another will be valuable; and even more important is the work he has done in the University of London, particularly in connection with the report on the teaching of Modern Languages in thirty-eight schools receiving grants from the London County Council.

Our congratulations are not unmixed with regret, for Dr. Edwards is compelled to resign the post of Honorary Secretary to the Association. It is not too much to say that for several years he has devoted all his leisure to the interests of the M. L. A.; he has been indefatigable in conducting the extensive correspondence which his post entailed. Few members have an idea of the solid amount of hard work which falls on their secretary. He is called upon to advise on every conceivable matter; he is asked to recommend text-books, to suggest suitable men for vacant posts, to give information about foreign universities or holiday courses—even to counsel fathers as to the education of their sons; and all this is in addition to the routine work of the Association. Perhaps only the members of the Executive Committee adequately realize how much is owing to Dr. Edwards, and they in particular will be anxious to express their deep gratitude for his unfailing enthusiasm and courtesy. Although Dr. Edwards will cease to be an officer of the Association, he will continue to take a lively interest in our work, and readers of MODERN LANGUAGE TEACHING will be glad to know that he will remain a member of the Advisory Committee of this journal.

In may be regarded as in part a result of the report to which reference is made in a preceding paragraph, and an extract from which was reprinted in the last number of the MODERN LANGUAGE QUARTERLY, that the London County Council are advertising for an Inspector in Modern Languages, at an annual salary of £600, rising to £800. We hope that this important post will be secured by a member of our Association.

The Greek question which was agitating us all when the first number of MODERN LANGUAGE TEACHING appeared, and which naturally coloured its contents, has been settled, and there is a lull in the controversy. One of our most

valued members has expressed his regret that the Association should have expressed an official opinion on the matter; we had hoped that there would not be a dissentient voice among our members. It is incorrect to say that modern language teachers are opposed to the study of Greek; that would argue an intolerant attitude of mind which we should be the first to deplore. We do, however, think it right to raise our voice on behalf of the studies which we have at heart.

They have been neglected and contemned too long, and it is high time that the older Universities gave a more respectful hearing to those who plead for them. Again and again modern languages have been the Cinderella among University studies; it is time that their intrinsic worth should be frankly acknowledged, and that they should rise from the humble position which they have so long occupied. They refuse to be drudges, however useful, and aspire to bring light and beauty into life no less than their older sisters.

We were unsuccessful at Cambridge, and we regret it. Not all of us may indeed feel quite so strongly as the anonymous writer whose article appears in another column. That article we received two days after the result was declared, and it is evidently written under strong emotion. Making due allowance for this, there seemed to us yet enough of value in the article to justify us in putting it before our readers. They will take it *cum grano salis.*

We refer elsewhere to Dr. Breul's pamphlet, from which some striking passages are reprinted. The Greek question has led Mr. H. W. Eve, who has so long been a valued member of the Association, to reprint the article on 'The Teaching of Modern Languages,' which he originally contributed to *National Education — a Symposium* (John Murray). Mr. Nutt publishes this reprint, which many of our readers will be glad to have by their side, for it contains many fruits of experience and much ripe wisdom.

With the coming of spring the modern language teacher's fancy seriously turns to thoughts of holiday courses; and we have therefore been glad to include in this number an article on the courses arranged by the Teachers' Guild. Owing to careful management, these have been highly successful in the past, and every year shows that they are being more generally appreciated.

Professor Kirkpatrick's letter is a kindly greeting from our Scotch fellow-workers, and gives further evidence (if that were needed) of their eagerness and devotion to the good cause. From the prospectus of the Edinburgh Course, which is

arranged to take place in August, we reprint the following particulars:

During August, 1905, three Courses of Instruction will be given, for the benefit of: (1) English-speaking and (2) Foreign Teachers and Students—of both sexes; viz., one course in French, one in German, and one in English.

Each Course will consist of—(1) 22 Lectures on Literature; (2) 22 Lectures on Language, Grammar, Phonetics, etc.; and (3) 15 hours of Practical Instruction in Reading, Pronunciation, Composition, Translation, etc.

The Courses will be divided into two parts, one extending from 2nd to 16th August, inclusive; the other from 17th to 31st August, inclusive.

Introductory Addresses will be given (free), by Professor Saintsbury, Dr. Sarolea, and Professor Eggeling on the morning of *Tuesday, 1st August;* and in the afternoon students will be enrolled, and the practical classes formed.

The **First French Course,** to begin on *Wednesday, 2nd August,* will consist of (*a*) 11 Lectures on French Literature, by Professor PAUL MORILLOT, University of Grenoble; (*b*) 11 Lectures on French Phonetics, by Dr. PAUL PASSY; and (*c*) 7 hours of Practical Instruction.

The **Second French Course,** to begin on *Thursday, 17th August,* will consist of (*a*) 11 Lectures on Literature, by Professor HENRY GUY, of the University of Toulouse; (*b*) 11 Lectures on Language, by Professor A. JEANROY, of the University of Toulouse; and (*c*) 8 hours of Practical Instruction.

The **First German Course,** to begin on *Wednesday, 2nd August,* will consist of (*a*) 11 Lectures on Literature, by Herr Pastor REIMER; (*b*) 9 Lectures on Language and Phonetics and 2 Special Lectures on Schiller, by Dr. FREUND; and (*c*) 7 hours of Practical Instruction.

The **Second German Course,** to begin on *Thursday, 17th August,* will consist of (*a*) 11 Lectures on Schiller and Goethe, by Professor Dr. G. WITKOWSKI, of Leipzig University; (*b*) 11 Lectures on Phonetics, by Professor Dr. W. VIËTOR, of Marburg University; and (*c*) 7 Practical Lessons.

The **First English Course,** to begin on *Wednesday, 2nd August,* will consist of (*a*) 5 Lectures on Literature, by Mr. GREGORY SMITH, University Lecturer; 4 on Political Thinkers, by Mr. HEATLEY, University Lecturer; and 2 Special Lectures on History, by Professor KIRKPATRICK; (*b*) 9 or 10 Lectures on General Phonetics, with special reference to English, by Dr. HENRY SWEET, of Oxford; also a special Lecture on Method; and (*c*) 8 Practical Lessons.

The **Second English Course,** to begin on *Thursday, 17th August,* will consist of (*a*) 11 Lectures on Literature, by Mr. A. A. JACK, M.A., lately Fellow of St. Peter's College, Cambridge; (*b*) 10 Lectures on Language, Grammar, and Phonetics, by Professor KIRKPATRICK; one or more Special Lectures; and (*c*) 7 Practical Lessons.

The French and German Practical Classes will be taught by experienced French and German Teachers, including two distinguished *artistes* (Mlle MARIE DE NYS, of the Théâtre Sarah Bernhardt, and Frl. ANNA FABER, of Göttingen). The English Practical Classes for Foreigners will be conducted by Professor KIRKPATRICK and several University graduates.

To enable students to attend two or more of the Courses, no two classes will meet at the same hour.

Evening Lectures on scientific and other subjects will also be given by eminent lecturers, and Recitations (by Mlle M. DE NYS, Frl. A. FABER, Mr. and Mrs. O'CONNOR, and Mr. R. C. H. MORISON) will be offered.

Receptions, free to all ticket-holders, will be given by the Council on 2nd and 17th August.

Wednesday evenings will be devoted to Social Meetings.

On Saturdays the historic and picturesque environs of Edinburgh will be visited under experienced guidance.

The Secretary will inform students, if

desired, where they may obtain board and lodging at an inclusive charge of 25s. per week or upwards.

SCALE OF FEES.

	£	s.	d.
Month's Course (of 44 Lectures and 15 Practical Lessons) in French, or German, or English	2	0	0
Fortnight's Course in French, or German, or English - -	1	5	0
Month's Courses in two or in all three Languages - - -	3	0	0
Fortnight's Courses in two or in all three Languages - -	2	0	0
Book of Five Tickets,* admitting to any five Lectures or Lessons - - - -	0	5	0

* Admitting also to Recitations, Social Meetings, etc., as will be announced in the separate Programme.

For PROGRAMMES (to be issued shortly), TICKETS (now ready), further information, etc., please apply to Professor KIRKPATRICK, Vacation Courses Secretary, The University, Edinburgh.

It is not likely that any of our members will be visiting Montreal in July, and we, therefore, can only give a brief notice to the French Holiday Course which will be held there. The first attempt was made last year, and was eminently successful. We congratulate our member, Professor H. Walter, of McGill University, on his enterprise. May this year's course bring together many earnest students of French, and may he induce them all to join the Association.

It is gratifying to be able to record a munificent act by which the Modern Language School at the University of Liverpool will benefit. Mrs. Barrow has given the sum of £10,000 to endow a Chair of French in memory of her husband. In making this gift, Mrs. Barrow expresses the hope that the Chair of French 'may serve to remind the citizens of Liverpool that it was founded at a time when the happiest relations existed between their country and France, and that it was the earnest hope of the founder that those relations may always continue.'

The Vice-Chancellor of the University of London has received an intimation from the Secretary to the Gilchrist Educational Trust that the trustees have decided to assign to the University a post-graduate studentship of £80, tenable for one year, to be awarded to a student of either sex who has taken a degree with honours in modern languages, and is proposing to become a teacher in a secondary school. The purpose of the studentship will be to enable the holder to pursue a special course of work abroad with a view to becoming a teacher of modern languages. Similar studentships will be assigned to the Universities of Manchester and Liverpool, and the new studentships, tenable at the three Universities, will take the place of the scholarship and studentship hitherto maintained by the trustees in the Victoria University.

In response to an application from the London County Council,

the Board of Education has consented to pay grants on courses of lectures on English literature in evening schools on the following conditions: (1) That no claims for grants will be made on account of the attendances of any students who give less than fourteen attendances at the class instruction; in the case of such students, however, lecture attendances as well as class attendances may form the subject of a claim for grant. (2) That the attendances are to be registered in such a manner as to enable the attendances at the lectures and at the class instructed to be recorded separately. (3) That due attention is given by the students to home reading and study, concurrent with the lectures, and that systematic exercise work is done by them.

At Birmingham University, Mr. R. P. Cowl, M.A., has been appointed Special Lecturer in Middle English Language and Literature.

Mr. J. C. English, M.A. Dublin, assistant-master, Pontypridd County School, has been appointed Chief Modern Language Master, Bootle Municipal Intermediate School.

We warmly congratulate our member, Mr. Fabian Ware, on his appointment to the editorship of the *Morning Post*.

We are glad to note the appearance of a new French periodical dealing with all branches of German. It is called the *Revue Germanique*, and is published by Félix Alcan of Paris. It has been founded by the professors of three French Universities on the eastern border—Lille, Lyon, and Nancy. Germany will no longer have the monopoly of learned reviews dealing with modern languages.

In his article on 'The Deterioration of Schoolmasters,' Mr. Ian Malcolm, M.P., gives us one or two home-thrusts. He says:

'May not the cause [of the deterioration of the schoolboy] be that, although the material is as fine as ever, the masters (the luxury of whose homes has not perceptibly diminished of late years) have become slack in the security of their high places, rusty by reason of protracted residence, and antiquated through long absence from the region of action? Indeed, considering the voluntary isolation of the "master class" from the world, wherein all men are equal, and from that atmosphere of criticism and contradiction which is essential to rational mental improvement, one is amazed that its failure should be so slight. Let us look for decay in this quarter first of all.'

And again:

'How is a junior master chosen as a rule? He is taken, if he can be secured, straight from the University as soon as he has got his degree. If the degree has not been a high one, then some athletic distinction may make up the deficiency.

'The young man is not known to have any power of teaching, or any experience whatever in his future line of business. It is supposed, often quite erroneously, that he has left his college with "a good all-round education"; whereas in these days of specialization it is far more probable that he has concentrated on dead

languages, ancient history, or advanced mathematics, in order to win a high place in the honours list. Anyhow, he has never taught anybody anything in his life, so he must "begin from the bottom," with nothing but a latent instinct for teaching (presupposed) to assist him. Here note the second disastrous habit. Our young undergraduate (aged twenty-two) is set to instruct the lowest classes in the school. He discourses to benches filled with the youngest, and sometimes the stupidest, boys in the place. These, of course, are the very pupils who need the best teaching—the boys who cannot be expected to learn anything but what is taught them, the most difficult of all human material to handle.'

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By a foolish slip, May 10 was given as the day of Schiller's death in a note in our last issue; it should, of course, have been May 9.

RECENT PUBLICATIONS.

ENGLISH.

BROWNING, ELIZABETH BARRETT. Selected Poems. Edited, with Introduction and Notes, by ELIZABETH LEE. *Standard English Classics.* Ginn, 1905. Pp. xxix+173; 1s. 6d.

BYRON, Selected Poetry of. Edited by J. WIGHT DUFF. Blackwood, 1905. Pp. lxv+388; 3s. 6d.

CLAY, BEATRICE. Stories from Le Morte D'Arthur and the Mabinogion. *Temple English Literature Series for Schools.* Dent, 1905. 12mo., pp. xxiv+209; 1s. net.

COLERIDGE. Poems. Edited by RICHARD GARNETT. *Muses' Library.* Routledge, 1905. 12mo., pp. lii+318; 1s. net.

DICKENS, THE CHILDREN'S. Edited by THOMAS CARTWRIGHT. Jack, 1905. 8vo., pp. 224; 1s. 4d.

EMERSON, Select Poems of. Edited by F. G. PHILLIPS. Blackie, 1905. Fcap. 8vo., pp. 36; 2d.

GAY, JOHN, The Poems of. Edited by J. UNDERHILL. 2 vols. Routledge, 1905. 12mo., pp. lxxiv+294, 399; 1s. net each vol.

GOLDEN TREASURY OF BEST SONGS AND LYRICAL POEMS IN ENGLISH LANGUAGE. Selected and arranged, with Notes, by FRANCIS T. PALGRAVE. Routledge, 1905. 12mo., pp. 352; 1s. net.

GOLDEN TREASURY. Selected from Best Songs and Lyrical Poems in English Language. Arranged, with Notes, by FRANCIS T. PALGRAVE. Macmillan, 1905. Revised edition. 12mo., pp. 400; 1s. net.

HAKLUYT. English Voyages. A Selection. Edited by E. E. SPEIGHT. H. Marshall, 1905. Crown 8vo., pp. ; 2s. 6d.

KEATS, JOHN, Poems of. Edited by G. THORN DRURY. 2 vols. Routledge, 1905. 12mo., pp. cxx+246, 391; 1s. net each vol.

LAMB'S School Days, and Other Essays. Blackie's *English School Texts*, 1905. Fcap. 8vo., pp. 136; 8d.

MACAULAY. Lays of Ancient Rome. Edited by O. SMEATON. Dent, 1905. Fcap. 8vo., pp. 194; 1s. net.

MACAULAY'S First Chapter. Blackie's *English School Texts*, 1905. Fcap. 8vo., pp. vii+128; 8d.

MARVELL, ANDREW, Poems and Satires of. Edited by E. K. CHAMBERS. Preface by Canon BEECHING. *Muses' Library.* Routledge, 1905. 2 vols. 12mo., pp. li+316, 365; 1s. net each vol.

MILES, A. H. Poets and Poetry of the Nineteenth Century. Crabbe to Coleridge. Keats to Lytton. Southey to Shelley. Tennyson to Clough. Rout-

ledge, 1905. 12mo., pp. xvi+556; xiv+640; xiv+595; 688; 1s. 6d. net each vol.

[The selections from each poet are preceded by a biographical and critical notice.]

MILTON. Areopagitica, a Speech for the Liberty of Unlicensed Printing. With Introduction and Notes by H. B. COTTERILL. Macmillan, 1905. 8vo., pp. xliii+118; 2s.

MILTON. Areopagitica; Paradise Lost, Book VI.; Lycidas, Sonnets. Specially edited for Certificate Examination of 1906. Clive, 1905. Crown 8vo., pp. 184; 2s.

MILTON. L'Allegro and Il Penseroso. With Introduction, Notes, and Appendices by H. J. BOARDMAN. Simpkin, 1905. Crown 8vo., pp. 66; 1s. net.

MILTON. L'Allegro and Il Penseroso. Complete Paraphrase, by N. STOCKWELL. Simpkin, 1905. Crown 8vo., pp. 9; sewed, 3d. net.

MILTON. Samson Agonistes. Edited by A. J. GRIEVE. Dent, 1905. Fcap. 8vo., Pp. xiv+90; 1s. 4d.

MILTON. Sonnets. Parsed and Analysed by E. E. DENNEY and P. LYDDON ROBERTS. Simpkin, 1905. Crown 8vo., pp. 51; 1s. net.

SCOTT. Ivanhoe. Edited with Notes, Introduction, and Glossary, by P. L. MACCLINTOCK. Heath, 1905. 8vo., pp. xxv+530; 2s.

SCOTT. Ivanhoe. Edited by GEORGE R. TURNBULL. Dent, 1905. Crown 8vo., pp. xxviii+540; 2s.

SCOTT. Ivanhoe. Introduction, Notes. *English Classics.* Macmillan, 1905. Crown 8vo., pp. 790; 2s. 6d.

SCOTT. Old Mortality, Notes on. By T. CLARK. Simpkin, 1905. Crown 8vo., pp. 108; sewed, 9d. net.

SCOTT, THE CHILDREN'S. By THOMAS CARTWRIGHT. Jack, 1905. 8vo., pp. viii+166; 1s. 3d.

[Sixteen simple selections from the romances and poems of Sir Walter Scott.]

SHAKESPEARE. A Midsummer-Night's Dream. Edited by H. CUNNINGHAM. Methuen, 1905. Demy 8vo., pp. 246; 2s. 6d. net.

SHAKESPEARE, Selections from. Edited by ARTHUR BURRELL. Dent, 1905. Fcap. 8vo., pp. xii+256; 1s. net.

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WITH THE ASSISTANCE OF

F. B. KIRKMAN, E. R. EDWARDS, E. L. MILNER-BARRY AND A. SOMERVILLE

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THE BASES FOR DETERMINING THE READING OF ENGLISH LITERATURE.

I HAVE recently been comparing two suggested courses of English literature for pupils in secondary schools. Both courses cover four years, and both emanate from experts; in both courses the ground covered is practically the same, and in both there is manifestly a distinct principle of arrangement. But the same works are assigned to different years, and, therefore, to different stages of the pupil's development. The question therefore arises whether it is possible to come to an exact agreement as to the criteria which should determine the nature and arrangement of the literature to be read in secondary schools. That there will be difference of opinion in detail as to the comparative value of specific books is inevitable; but there would not seem any great difficulty in arriving at a general agreement as to what should form the essentials of a school course. For as to the ultimate end in view there appears to be little divergence of opinion. We all wish that our pupil shall appreciate and understand such masterpieces of our literature as his experience will allow; that he shall so study them as to have a comprehensive view of the development of our literature as a whole; that he feels at home in it, and that he will naturally proceed to its further study. But here agreement ends, and so far, in this country, at any rate, hardly an attempt has been made to develop this aim by a grading recognised as inevitable, because it is based upon psychological laws.

But if we have not had much help from psychological truth, we have had a good deal of bandying of psychological catchwords. We have been told that we must train the *imagination*, especially in the

very young, and we have gathered that there is nothing like ballads for the imagination; we have been told that *interest* is the only thing, and that what interests the boy is blood—only the blood, we understand, must be copious and very red; finally, we have been told that intellectual effort deadens appreciation, and that appreciation being the end in view, teaching is incompatible with literature, seeing that teaching implies, in some sense, intellectual effort. The truth is that we have had dished up very unskilfully a few commonplaces of Herbartianism in a way that forcibly recalls the old tag of German primary rules and English secondary schools. Herbart's child of eight has quite unconsciously done duty for his far older brother, and the system in which literature was an avowed handmaid of history is crushed into a mould where history as often as not does not exist, and where the end in view is to make literature by itself the chief instrument of culture. It may be said, however, that, inasmuch as some of the very highest forms of literature may delight equally the man and the child, so it is possible that no harm may arise from the same masterpieces being offered to the infant of eight and the boy of fourteen. But it seems equally certain that everything is to be gained by making sure that the boy shall have offered to him what is peculiarly suited to his psychological needs.

There are those who maintain that the only judge of his needs is the boy himself, and that, if left to himself, the boy will inevitably indicate these needs. Under ideal circumstances this would doubtless be the case, and as a protest against the prevailing custom, by which the taste of the boy is assumed to be identical with that of his elders, such a position may be regarded not unkindly. But experience has shown too often that the tendency of the normal English boy at the present time is to read nothing—or worse. On the other hand, it is not to be gainsaid that the boy must, after all, be a great factor in determining the literature he is to read—even if, for the most part, he inclines to the negative method by indicating pretty plainly what he will *not* read.

In the two lists to which I referred at the beginning of this article it is fairly easy to distinguish the predominating types—ballad, lyric, romantic narrative poem, drama, novel, and essay. Now it is, of course, obvious that any one of these may provide examples which could with advantage be read by very young pupils; but it is also equally obvious that the same types will provide examples not to be attempted by the immature. It is not sufficient, therefore, that we should determine the order of type, for it may so happen that two types may present essentially the same qualities; Macaulay's *Lays* and Scott's *Ivanhoe* have to the young mind the common interest of a story vividly told, a succession of

picturesque tableaux and ethical simplicity. Is there any defining cause that should determine whether these two works should be studied in the same year, or if not, which should come first? Those among us who have persuaded themselves that there resides in the ballad some elixir for cultivating the imagination will not hesitate to declare that the *Lays* must precede *Ivanhoe*. And yet the allusions of the *Lays* are very difficult, and must, to the very young, impair that vividness which the allusion in itself suggests to the ripe scholar. As a picture—and, after all, imagination is the realization of pictures—Ashby-de-la-Zouche must stand out in far brighter colours than any scene from the *Lays*, with the possible exception of Horatius holding the bridge. But there are still other criteria — foremost among them simplicity of language. But, as a matter of fact, it is difficult to distinguish between the ballad and the historical romance, in verse or in prose, for they offer practically the same elements of art and bear the same relation to experience, in that they make the ideal more real than reality.

One potent reason why this family group—for I, at any rate, would not wish to be more precisely analytic—should come first in a course of literature is that character, for the most part, is depicted in broad outlines and contrasts, and does not postulate an experience beyond what may be expected from children.

What is to be the next step after the story? The obvious development seems to be in the direction of the real. The romance may, from this point of view, have prepared the way for the real—Scott for Prescott, Macaulay's *Lays* for Macaulay's *Essays*. There seems little to object to this, save that it is but half a step after all. Fiction cannot be discarded altogether; art must still idealize. The drama will form at once the successor of the ballad and the counterpart of history. The simple statement of the narrative has to be replaced by the subtler expedient of inference; analysis of character and motive will form the elements of criticism. The plays chosen will naturally be graded in difficulty; *Henry VIII.* will be read before *Hamlet*, although perhaps it is not futile to point out that even Shakespeare can be read at different times in different moods with different aims.

So far all the reading has been essentially concrete. If there is anything in the theory of the culture epochs, there should now be some approximation to the abstract. But even in the abstract there are degrees of abstraction. The philosophy of life has been presented under simpler forms than in the writings of Aristotle or Sir William Hamilton. Addison's *Essays*, Gray's poems, and much of Goldsmith's verse and prose will reflect the next stage of development, in which the predominant factor is a yearning for the contemplative. But the mind is still very immature, and

cannot yet soar into the heights. Indeed, it must always be remembered that a school course is necessarily only an introduction to literature, and that it is not desirable that a boy should, by premature reading, have anticipated his resources. The more widely he reads along the lines marked out for him by his present needs and present interests, the more likely will he be to regard subsequent reading as a necessary part of his growth. There is, happily, no fear that even the most voracious reader will ever exhaust the material provided by the several types from which he will benefit at each stage.

For the last school stage there remains, outside the conventional classics, one domain of literature which has hitherto hardly received the consideration it deserves. Throughout any course of reading, and, indeed, independently of any course, the reader will continually be passing his judgment upon what he has been reading. From time to time, doubtless, his judgment will be revised, and he will have the advantage of hearing the opinion of others more experienced than himself. But still, there would seem to be necessary some more systematic consideration and standardization of opinion. Is it too much to suggest that a part of the last school stage should be devoted to the study of the critics themselves? Hazlitt and Arnold, for instance, would not only provide most excellent criticism and delightful English, but would help to introduce the pupil to the best of serious modern literature; for just as the history with which the English boy is most unfamiliar is that of the last eighty years, so in literature he knows practically nothing of the writers who have but lately passed from us.

But whatever theories we may propound, there will always remain the conviction that a boy before leaving school should have read certain specified masterpieces. The reason possibly is that his elders and betters know by experience that if he has not read them before leaving school he is most unlikely to read them afterwards. At any rate these works, laid down by an inexorable—even if, in the past, a theoretical—tradition, bear much the same relation to English literature as Virgil, Ovid, and Cæsar bear to school Latin. It may, therefore, be useful to consider the merits of some of these works from the point of view of a school course, and it will not detract from general interest in the subject if we bear continually in mind the course suggested as satisfactory and typical by the Board of Education in its regulations of last year.

It is, perhaps, necessary to say that the variety of type of boy in our secondary schools makes it extremely difficult to dogmatize in these matters. The preliminary training and the home surroundings are so divergent that what may be perfectly satisfactory for one set of pupils is by no means satisfactory for another of the same age. Hence,

although at first sight it might seem that *Hiawatha* is more suitable to very young children, it may be that to some boys of twelve it is a necessary and proper introduction to poetical narrative, and so stands upon the same line as tales from the great epics. The catholicity of taste, which has wedged Stevenson's *Treasure Island* between the *Faërie Queene* and the *Story of the Glittering Plain*, is delightful, if not altogether convincing to all minds. For it has been objected that to offer the boy *Treasure Island* with the official hallmark of approval is to give rope to his already too gory propensities. But it may be doubted whether the romance and breeziness of the setting do not more than counterbalance the redness of the picture; and if we can secure the boy's goodwill to seek what he wants by the medium of beautiful English, little harm is likely to come of it.

To say that there is no substantial reason why the *Lay of the Last Minstrel* should not be studied in the first but in the second year of a secondary school course, is merely to recognise what the Board of Education has evidently recognised —that there must be some elasticity in all such schemes; yet the elasticity seems somewhat stretched when the *Lady of the Lake* is held as the poetical counterpart of Southey's *Life of Nelson* and selections from Prescott and Hakluyt. It is absolutely certain that boys of thirteen will read Hakluyt with avidity if presented to them tolerably, but the *Idylls of the King* and the *Ancient Mariner* seem to be their more exact poetical equivalents, though the Board places them one year later in the stage of development. It has been well said by the American authors of *The Teaching of English*—in which, by the way, will be found the other suggested four-year course to which reference was made at the beginning of this article—that 'narrative poems demand the same treatment as to theme, structure, character, and general tone as do prose narratives. What they have beyond these in finish of expression and imaginative glamour may also be felt and pointed out. Few poems present all these qualities in so high a degree as *The Rime of the Ancient Mariner*. Its theme is clear and definite, its structure orderly and compact, its finish of expression almost faultless, and the imaginative glamour almost unique.' Some other remarks of the same authors are so much to the point that no apology is needed for this further quotation: 'Its style is like the ballads, to which form it is akin; swift in movement, terse in expression, giving few but suggestive details; its simplicity of language, its richness in rhyme effects, its perfection of rhythm, and its striking use of repetitions, are to be noted.' Is such a poem to be kept till the third year of a four-year course?

The first play of Shakespeare read in school is rightly regarded as of especial importance. Hitherto

the choice has too often been determined by the exigencies of an examination syllabus. Pupils of the same age have been introduced to Shakespeare by way of *Hamlet* or *Henry V.*, according as fate decided upon the book chosen by the outside examining body. The Board has done well by suggesting the historical plays and the comedies as suitable study for the third and fourth years without much further specification. Nor does there seem much fault to find with the rest of the poetry of the third year—save, perhaps, the grouping together of Milton's minor poems. In an historical scheme much might be said of the advantage of studying the pastorals, *Lycidas*, *Comus*, and the *Sonnets* side by side; but as isolated units in a graded course there is a large gap between the simplicity of *Il Penseroso* and *L'Allegro* and the difficulty of *Lycidas* and *Comus*. The difference is not merely one of language—although that is considerable. There are, of course, archaicisms even in the pastorals, and, in view of the allusions besides, they cannot be profitably studied much earlier than the third year; but *Lycidas* certainly and *Comus* preferably must come a year later. The American authors, to whom reference has already been made, remark of *Lycidas* that 'its diction and machinery, literary and conventional in the highest degree, are the descendants of a long line of pastoral poetry, very little of which is known to the secondary pupil. It is as condensed as it is possible for good English to be'; and of *Comus* that it 'is equally difficult; its high and impassioned oratory and imagery are condensed and philosophical; of character and action it has little or none; its theme arouses no special interest.' The only other poetical work of the third year that may raise criticism is Gray's *Elegy*. Some have expressed the opinion that it treats of feelings beyond the experience of boys altogether and outside their comprehension. This seems a hard saying, unless we are to believe that the boy is a far more unquestioning being than we have ever found him; and even were it so, it would be hard to find a more exquisite invitation to contemplation so simply couched and so concretely philosophical as this *Elegy*. The boy who is able to appreciate the actions and the motives of the heroes of Macaulay's *Essays* will hardly gape helplessly before the naïve soliloquy in the churchyard. For it is Macaulay's biographical *Essays* that have been suggested as the prose of the third year—and a very admirable suggestion it is. Whatever we elders may think of Macaulay's opinions or even of his style, the force of his appeal to a boy of fourteen or fifteen is irresistible. He is so clear, so definite, so concrete. His very tricks, which may weary *us*, are a keen delight to the boy. It is not many authors young pupils care to dissect for the sheer pleasure of seeing the works, but they will dissect Macaulay paragraph by paragraph and sentence by sentence. And finally, if

his vocabulary is not English, at any rate, it is vocabulary.

The last year of the four-year course as outlined by the Board, but happily not the last year in many secondary schools, does not differ materially from the third year. Spenser's *Faërie Queene* and Milton's *Paradise Lost* find a place as they should, and Burke, with the *Spectator* and Ruskin, keeps Macaulay company in the prose. Burke is very welcome on all grounds, but the *Spectator* looks strangely belated. The facile portrayal of manners and the simple delineation of character are surely more suitable to the second than the fourth year. The suggestion that the *Golden Treasury* may be utilized for the fourth year will be especially welcomed by those who prefer to make their reading somewhat chronological.

Before leaving the Board's suggestions, it is fitting to give it the great credit that is its due for this first attempt at a rational gradation of reading English literature in secondary schools.

I began by asking whether it is possible to come to an exact agreement as to the criteria which should determine the nature and the arrangement of the literature to be read in secondary schools; I cannot say that this article has brought us much nearer a conclusion, but if it should suggest to some teachers of English literature one or two more definite ideas on the subject it will not have been written in vain.

NORMAN L. FRAZER.

THE PLACE OF FRENCH PHILOLOGICAL TEACHING IN SCHOOLS.

I PROPOSE to assume at the outset of my remarks the advisability of teaching some form of philology in schools. Until recent times such teaching was confined to the Latin and Greek languages, but it may be asserted that these are not suitable for such a purpose, inasmuch as their philology forms a branch of Indo-European Philology; the origins of this are too remote and the subject is too extensive to be capable of that particular and definite teaching which education demands. The immensity of the subject makes but a hazy impression upon the mind of the boy. The claims of English and German for philological treatment may be argued with greater plausibility, inasmuch as both of these languages form part of a school curriculum. But here, again, the origins of Germanic philology are remote, the subject is extremely wide, and the process of development is less normal than the educationist may reasonably desire. I would, therefore, assert that the best language for philological treatment in schools is undoubtedly French. Its origins are, to begin with, school property: we can argue

immediately from cause to effect; the line of its development traverses a history inferior to no other period in interest, and to trace the historical development of French in full is to examine a literature second to none in beauty, in variety, and in interest. It is unnecessary to remark that a sound knowledge of Spanish or Italian literature necessarily implies more than mere acquaintance with historical French.

I do not, however, wish to be understood to affirm that the study of French philology can be pursued in schools with any degree of exhaustiveness. It is, to begin with, a subject that can be taught only in schools which have not yet thrown overboard the traditional Latin, and which retain in reality, as well as in name, their title of 'Grammar,' or 'Latin,' schools. Few teachers of French will probably be found who have not, at some time or other, given some sporadic teaching in the history of their language. Few teachers have not, at some time, pointed out the connection between the Latin and French genders, between the French and the Latin use of the subjunctive mood, a connection illustrated by many smaller points as familiar to you as they are to me. But not only in the teaching of grammar and syntax is this connection obvious, but intelligent reading of the French classical drama, of the fables of La Fontaine, or of any work of that period, implies some degree of historical teaching. It is necessary to point out the difference between the French syntax of that day and of this, and to do this is really to teach historical French. It seems obvious, then, that at some time or other, in schools where a boy or girl learns both Latin and French, and remains until the age of seventeen or eighteen, an opportunity should be found for concentrating this teaching, and for explaining the connection between these two languages in greater detail.

When we confront this problem, the first question that presents itself is the degree of knowledge of modern French that a class should possess before receiving philological instruction. On this point I can only speak from my own experience; the final object of examinations, which, unfortunately, most of us have to consider too often and too seriously, has been in my own case the chief guide. When I have found a class so far advanced as to have the Senior Oxford Local Examination thoroughly well in hand, it is possible to digress into other and perhaps more educational branches of learning, and some of these rare opportunities I have seized for the purpose of giving some slight instruction in historical French. It is an opportunity that has recurred only three times within the last six years, and I have never felt justified in devoting more than one hour per week, during one term only, to this subject. It must be remembered that the object of philological teaching cannot be, so far as school purposes are concerned, to turn out erudite philologists, but simply to enable boys to see the aims which have to be kept

in view, and above all the methods by which investigation is carried on.

My method of instruction has run very much as follows: To begin with, certain preliminary lectures are necessary. It is advisable, first of all, to point out that the language of a country is by no means uniform, and that, roughly speaking, we shall in every case find three strata: the literary language of books, the spoken language of the cultured classes, and the vulgar language of the common people. It will then be shown by what means Latin was distributed over the countries within the Roman Empire, and what kind of Latin was carried into these countries. The question then arises: If Latin was spoken throughout the Roman Empire in the main centres of population, why has it not developed into one Romance language instead of into several? An explanation is thus evoked of the causes tending to produce linguistic separation, and a table of the Romance languages may then be given. We then have to confront the problem of the line of demarcation between one language and another, and it will appear that in cases where Nature has not provided a geographical boundary this is by no means an easy task, and that the only means for distinguishing, for instance, French from Provençal is by a strict attention to the phonetic peculiarities of both languages. The fact that one language shades off into another through a series of dialects will also lead to discussion as to the difference between dialect and language, and when the several dialects of Northern French have been explained, together with the reasons which led to the final predominance of one, the class should have been provided with some facts bearing not only upon the history of French, but also illustrating the influence of geographical configuration and political progress upon linguistic development.

Something has then to be said upon the subject of phonetics, for although this is a question which may appear dry, and can easily be made distasteful to the class, an attempt must be made to show the difference between the sounds of Latin and those of later French. I have never ventured to teach more than the tonic vowels, and those only as simply as possible. When this has been done we may proceed at once to the reading of some texts. Such reading has been, indeed, the ultimate object of all the foregoing explanation. To lecture upon the history of the progress from Latin to French, and to end with the dry details of historical grammar, is to disgust the class with the subject.

In choosing a text for class reading it is better to take a specimen of a well-marked dialect, Norman or Anglo-Norman for choice. There is no difficulty in finding texts which illustrate the earlier periods of English history; one or two books suitable for school use exist—I may mention the *Primer of Old French* by Messrs. Clarke and Murray (Blackie and Son, London, 1902)—but I have myself never felt

justified in asking a class to buy a book of any kind. The texts having been printed or multiplied by some other means, reading may begin without further delay. The teacher should first translate a sentence, then point out the dialectical peculiarities, and examine such words and constructions as seem likely to be fruitful of result. Whenever a derivation is given it should be supported by numerous examples, and some of these at least the class should provide. Great stress should, moreover, be laid upon the changes of meaning which words undergo, and whenever a change of syntax or of method in word formation is noticed, the corresponding modification of idea should be brought into prominence; for instance, the first time a teacher meets a future tense will be the time to explain the formation of the French future and conditional. But it is not enough to explain the formation; he must also show by what means and by what processes the Latin infinitive and *habeo* have arrived at their present signification in modern French. When a certain amount has been read, the class will re-translate the whole into modern French, which should provide an opportunity for the recapitulation of any necessary points.

Once again it must be repeated that the object of this kind of teaching is not to turn out French philologists, but to inspire boys and girls with an interest in the problem of linguistic development, an interest which in many seems almost innate, and can easily be aroused in most by careful handling; it is hardly necessary to observe that the teacher must be a considerable master of his subject, and if he takes it up from a sense of duty, and not from personal interest in the matter, the results will be void of profit. It is indeed a subject against which the majority of teachers appear to set their faces. It is asserted that philological study of this kind is of no practical value, and that the time would be better spent upon the acquisition of a sounder knowledge of modern French. A complete defence of the subject for educational purposes would lead me far beyond the immediate point at issue. The study of French philology can be defended by the same arguments as the study of Latin or Greek, or ancient or medieval history, or of any subject which appears to be of purely antiquarian interest. One point, however, I will venture to make with reference to the general lack of interest in this and kindred studies. We have at this moment before us a most glaring example. We have been discussing a branch of Romance philology. France is able to support some half-dozen magazines and reviews devoted to this subject alone. That, no doubt, is as it should be. Germany, which has at first sight even less reason than we have for pursuing this branch of study, can support even a larger number of periodicals upon the subject. On the other hand, the MODERN LANGUAGE QUARTERLY,

which has been open to the discussion not merely of Romance philology, but also of Germanic, can hardly stagger along a precarious course of existence. I assert that such a state of affairs is a disgrace to English scholarship Let us hope that it is not also a further proof of the unsoundness of much of our educational theory.

In conclusion, I am far from wishing to assert that the study of historical French is a panacea for all the educational evils of the age. I would hold no brief for the study of this subject if any better educational instrument of this kind can be found. My argument is simply this: that in classes where boys or girls learn both French and Latin, and at which they remain until seventeen or eighteen years of age, not at some time to have shown them the close and unbroken connection between these two languages is to have missed a most valuable opportunity of displaying scientific method and inspiring intellectual interest.

H. J. Chaytor.

THE ORGANIZATION OF MODERN LANGUAGE TEACHING IN A SECONDARY SCHOOL.

It may be of help to those commencing the battle of organizing the modern language teaching on the newest methods to know how we reorganized the French teaching in a large middle-class school.

The school, at the time, numbered over three hundred girls, from eight to seventeen years of age; it was divided into ten forms, and all, save Forms I., II. and VI., are now divided into two divisions for French; Form V. working for Junior and Senior Oxford, VI. for Matriculation.

There was certainly need for reorganization; the French so far had been conducted on the best lines of the old system—*i.e.*, translation, grammar, exercises, with such books as Macmillan's, the *Oxford and Cambridge French Grammar*, etc., the result being that the children had a small vocabulary, a certain amount of grammar, and a profound belief that French was a lesson to be *learned* out of books. The first thing to do was to change this feeling, to make the children *realize in fact*—what they knew well enough in theory—that French was a language spoken every day by children like themselves in a country not very far from their own; that it was, in fact, a living language, understood and spoken by numbers of people all over the world.

The real work of Year I. was to imbue the school with a liking for France, French, and everything to do with both. At the same time very close attention was paid to the organization of classes and divisions, the co-ordination of work, the in-

troduction of pictures, books, etc. Necessarily in the transition stage the work of the examination classes presented some difficulty. Practically the work of the examination (except for the set book) was ignored, and the scholars did as well, though no better, than before. It was a trying year, though the work was certainly not without its pleasant and even amusing side. Of course the onlookers were severely critical, some were amused and some even scoffed at the pantomimic classes in the lower part of the school; but there were fortunately many ready friends and sympathetic helpers whose names are well-known in the modern language world to-day, and whose experience and ready help are so invaluable to their younger colleagues.

This first year was, then, a year of experiments, of endeavours to hear and see others already launched in new methods, to learn where they failed, and to find out from them whether one's own ideas, gathered from England, France, Germany or Switzerland, would be likely to succeed. In fact, everything we came in contact with formed an incentive to success, for the experiments had to succeed.

After this year of bracing, eager work, with senses open to everything that breathed of successful modern methods, the plans for the future campaign were laid and have been adhered to in the main, though the details must necessarily change with the times. The greatest difficulty in the organization of the work lay in the fact that the school consists, in the main, of a 'Floating Population,' for the average school life of a girl is only five terms. This arises because so many of our girls come from elementary schools and join us at the age of twelve or thirteen. The difficulty is therefore met, as far as may be, by the difference of treatment accorded to lower divisions in the upper school. In each form the upper division consists, roughly, of girls who have been in the school for several years and are at home with the new method; whilst the lower division consists of new comers who need very special treatment. By means of an 'Ambulance' Class these lower divisions are kept from being altogether and hopelessly irregular.

A *coup d'œil* of our scheme is as follows:

In the lower school there are eight classes—Forms I. and II.—who have four half-hour lessons, where French is learnt as nearly as possible as the little ones' small stock of English was acquired—*i.e.*, by games, songs, actions and movements, combined with words—new words are always associated with the object or action, and thus the language is a truly living one. Towards the end of the second year, reading from a simple picture primer and writing of sounds and words is thought advisable.

In Forms Upper II., Lower III. and III., where the same amount of time is given, Picture lessons form the basis of the teaching, and the children live as much as possible in

these. Songs, actions, object-lessons, games and poetry still form a large part of the work here, with a certain amount of reading and writing.

The whole aim of the instruction in the lower school is to attain a good, easy pronunciation, and the formation of as large and useful a vocabulary as the children can gain naturally, and, since we are dealing with a living language, the children are encouraged at the beginning of every lesson to talk about such topics as are current in every country, as, for instance, the date, time of day, weather, health, simple arithmetic; this naturally becomes as easy to them as in their own tongue, though they make mistakes in both, perhaps fewer in the acquired language, as it is the more carefully watched.

In the upper school two and a half hours—*i.e.*, four lessons—a week are given to French. In Forms Upper III., Lower IV. and IV., picture lessons, reading, dictation and composition, with small plays to take the place of the action-songs, form the nominal curriculum; elements of history, geography, arithmetic, grammar and science, are, of course, introduced into these lessons. No whole lessons are yet devoted to grammar, and examination work is practically ignored.

The treatment of Form V. is still a little difficult, owing to the Oxford Local Examination; there are still so many girls who have not worked their way through the school and who yet must go through the examination course. The book set, being long and usually difficult, is bound to form the subject matter for the whole year. This year a life-sized picture of a conscript of 1813—to go with the set book—*L'Histoire d'un Conscrit de* 1813—drawn by an artist friend, together with pictures of winter, maps, object-lessons on snow, etc., suitable dictation and continual *questionnaire*, is keeping both teacher and class fully alive, and helping them never to lose sight of the aim in view—the teaching of French as a *living* language.

With respect to Form VI.—the Matriculation Form—it was still more difficult to start the work on modern lines, though it is becoming more and more a continuation of that of the Fifth Form, owing to the modifications gradually introduced by the University of London. Given a suitable book of selections from various well-known authors, a good subject of composition can be formed from short lives, in French, of the writers, together with the work read. With dictation, reading, and composition, the rules of syntax, already learnt, are discussed and revised continually. The girls learn Latin also, and are fond of discovering the derivation and formation of words, and the lexicology of the language is studied just as often as time will permit.

This general scheme for teaching the living language of a neighbouring people led to the development of a small French society for the staff and scholars, not only of our own

and neighbouring schools, but of any who want the opportunity of hearing good lectures or recitations from time to time, and of speaking French for an hour or so continuously. Those who have already joined feel with ourselves that this is of very great benefit to the older scholars, in giving them a little of the ear-training so necessary in acquiring a language, as well as some of that French atmosphere so difficult to get into our class-rooms. In this, our latest development, we have again to be very grateful to numerous friends, without whose help we should never have struggled into existence at all.

Our thanks are due, too, to the various inspections, which have been of great assistance in the development and perfecting of the scheme. The inspectors have, in every case, proved themselves true, helpful friends; they not only pointed out our defects, but suggested alterations and improvements which have been most beneficial, and we only hope that all inspections will do as much for others as ours have done for us.

E. C. Stent.

EXAMINATIONS.

ORAL EXAMINATIONS.

Dr. Edwards's article in the February number of the *School World* may or may not arouse the criticism which he hoped to see. Unfortunately, there are still many people in England who would dearly like to criticise what they would call Dr. Edwards's advanced views, but few have had more experience in such matters, and but few, if any, are likely to take up the challenge. Without in any way wishing to range myself with those dauntless few, I should like briefly to revert to one question which Dr. Edwards mentioned by the way; and as it is a fundamental question, it would appear to be worth while to call attention to it particularly.

If, as Dr. Edwards seems inclined to believe, the importance of oral examinations is now generally admitted, it is certain that many of those who acknowledge the theoretical value of oral work have great doubts as to its practical utility at present. The great obstacle to its proper working in nearly all our larger schools is the fact that pupils cannot obtain a complete course of modern languages owing to the difficulty of finding a large enough proportion of men on the staff able and willing to work the new methods on some common basis. There may be one, two, or more men quite able to do first-rate oral work; the remaining masters who are obliged to teach modern languages may urge, with more or less justification, that they cannot speak themselves, and therefore cannot teach others to speak. Of

course, we all hope that matters will improve, that in the course of time all who agree to teach modern languages will have a working knowledge of the spoken tongue. But will they? Are our conservative public schools really going to take the immense amount of trouble about the organization of modern language teaching throughout the school which is absolutely requisite for a successful working of newer methods, all of their own free will? Past history of English educational methods unfortunately suggests that such energy and such faith in a new thing is not entirely to be depended upon in one of the most conservative professions in a conservative land. Indeed, it is perhaps not pessimism to suggest that unless strong pressure is brought to bear the new methods will not be worked in the way they should be worked; and I think it will hardly be claimed that the new methods applied without method are any real advance on the old-fashioned methods. And since we so sincerely believe in the efficacy of these newer methods, and realize the amount of labour and of disinterestedness which is required to make these methods efficient, it is incumbent on all to use what influence they possess, be it great or small, to hasten the time when every school will recognise that all who take up modern languages *must* work for proficiency in a *real and conscientious* oral test, which needs to be passed as satisfactorily as any other part of an examination. Even in schools which have accepted the University examinations (including an oral test) there is a lurking idea that a candidate could not really suffer for bad oral work. I have known navy and army candidates who came back from their examinations with the firm conviction that what little *viva voce* there was counted for nothing: 'He only asked me one question.' As long as such opinions are allowed to have any *raison d'être* we cannot expect that all-round keenness and determination to speak which is half the battle when dealing with English schools. As a nation we are handicapped by an innate conviction that under nearly every circumstance English is by far the best medium for expressing our thoughts to others. It will need a certain amount of emphasis and repetition to persuade a certain class of people that speaking a foreign language is of any use at all; it will also need a great deal of perseverance to persuade the rising generation that *viva voce* work is absolutely necessary—let us say for examinations, to take the standpoint that still appeals to the great majority.

And it is probably useless to try to persuade people if we ourselves are not quite convinced as to the general outlines of the work required to satisfy the oral examiner. There are many able teachers in English schools struggling against quite insuperable obstacles. Dr. Edwards refers to this difficulty, and states that 'the one point not

included [in the scheme accepted by the three older Universities] is that of the suggested co-operation of the staff of a school with the external examiners in setting the papers and marking the answers of the candidates.' The purpose of this 'suggestion,' obviously, is to bring the examiners and the teachers into the closest touch with one another. Here, it seems to me, is a very important point. Without any wish to indulge in paradox, it might almost be said that the investigation of the teachers' methods and of the general modern language organization of a school is of vastly greater import at the present time than the actual examination of results. The results cannot yet be generally good. Dr. Edwards will perhaps be the first to acknowledge that there is more than enough bad French and German 'spoken' in England. But if only pressure could be brought to bear on schools in which the modern language organization is unsatisfactory (and as such necessarily unable to produce good results); if the authorities at such a school could be induced to consider the matter of urgent consequence, and to set the whole scheme on a sounder basis, the seed would have been sown without which no amount of watering will ever be any good. I heard an inspector, not long ago, complaining that the hours devoted to modern languages were insufficient, but when asked to say what subject should be sacrificed he was not prepared to answer. That surely is unfortunate, and tends to make men believe that a claim for more time is advanced *pro forma*, and that it is quite impossible to let any other subject suffer. But, obviously, if more time is to be devoted to modern languages, the time must be taken from something else; and if the statement that enough time is not devoted to modern languages is made at all, it is to be supposed that it must be accepted as true, and that therefore a remedy is required. If there were some definite scheme, drawn up by men of practical experience, which could be considered as an ideal to be aimed at, there would be something to go by and something from which it would not be possible to deviate too far without running the risk of failing to satisfy headquarters. There can, of course, be no question of thrusting opinions on those unconvinced of the necessity for modern methods. But where success depends so entirely on a complete and thoroughly organized adoption of the system, our claim that the new methods are a great improvement cannot possibly be justified by half-hearted workers. Where our policy is adopted, it should be adopted conscientiously and wholly; and it would seem that the one point that has been neglected, namely, the co-operation of examiners and teachers, is the very means by which such an end may be attained.

W. O. Brigstocke.

ARMY ENTRANCE EXAMINATIONS.

DECEMBER, 1904.

FRENCH.

WE are pleased to be able to note a decided improvement in the suitableness of the French paper set at this examination. In former years, as our readers will remember, we have had to remark on the absolute unfairness of the papers as a test of French knowledge — colloquial extracts from Dickens, Goldsmith, and other eighteenth-century authors being set for translation into French: extracts that would test the powers of Indian Civil Service or Foreign Office candidates, and consequently entirely useless for future Woolwich and Sandhurst cadets.

On this occasion there were two extracts to be translated into English: the first, nineteen lines on *Le Confort anglais;* the second, eighteen lines on *Le Maître d'Armes Robert.* In neither piece was there a word that a candidate, properly prepared, should not have known. The prose was an historical piece relating to the dispute between Bismarck and Thiers as to the Treaty of Frankfort. It was quite within the powers of the average candidate, although 'to be in boiling oil' might not have been among his idioms. The remainder of the paper consisted of three questions, the first requiring twelve parts of irregular verbs, the second the translation of five idiomatic sentences into French, and the third a description in ten or twelve lines of the most striking feature of the Russo-Japanese War. It might be an improvement to ask these questions in French. In the oral examination, which is marked 300 out of 2,000, each candidate might be asked to read, in addition to the dictation and miscellaneous questions that are now asked. These latter hardly give a nervous candidate a fair chance to show his worth until it is too late.

* * *

THE following reprint of the last examination paper given to Dr. Baker's Teachers' Class at the University College, Sheffield, will be welcome to many of our readers.

COURSES I. (2 HOURS) AND II. (3 HOURS).

A.—(COURSE I. ONLY.)

1. Describe the chief difficulties met with in teaching:
   (*a*) The nasal sounds.
   (*b*) The consonants *ch*, *gn*, *l*, and *r*.
2. What do you understand by the 'loi des trois consonnes'?
3. What points would you insist on in giving as a reading lesson the passage 9 C?
4. Transcribe the passage 9 C, spacing so as to show breath groups, giving any other signs you may consider necessary.

B.—(COURSE II. ONLY.)

5. Give in outline the method you would adopt for a first lesson in sounds.
6. State what would probably be the greatest difficulties of the beginner, and the plans you would adopt to overcome them.
7. Outline a one-term course for a class of beginners — two hours a week

(state in general terms the kind of matter you would choose and the grammar to be covered).

8. What explanations would you supply before giving the fable (9 B) to be committed to memory?

C.—(All Students.)

9. Write full notes for a lesson on :—

A. First stage :
(*a*) Un animal domestique ;
or (*b*) Les timbres-poste ;
or (*c*) Une promenade.

B. Second stage :
La Grenouille qui veut se faire aussi grosse que le Bœuf.

Une grenouille vit un bœuf
Qui lui sembla de belle taille.
Elle qui n'était pas grosse en tout comme un œuf,
Envieuse, s'étend et s'enfle et se travaille
Pour égaler l'animal en grosseur ;
Disant : 'Regardez bien, ma sœur,
Est-ce assez ? dites-moi, n'y suis-je point encore ?
Nenni.—M'y voici donc ?—Point du tout. —M'y voilà !
Vous n'en approchez point.' La chétive pécore
S'enfla si bien qu'elle creva.
Le monde est plein de gens qui ne sont pas plus sages,
Tout bourgeois veut bâtir comme les grands seigneurs,
Tout petit prince a des ambassadeurs,
Tout marquis veut avoir des pages.

C. Third stage :
François Ier et le Charbonnier.

François Ier s'étant égaré à la chasse, entra vers le commencement de la nuit dans une hutte de charbonnier, où une vieille femme accroupie près du feu lui accorda de souper et de passer la nuit. Le roi prit l'unique chaise, s'assit et se chauffa.

Plus avant dans la nuit rentra le charbonnier, trempé jusqu'aux os. Il renouvela la promesse d'hospitalité faite par sa femme, fit lever sans façon le roi de sa chaise et la prit pour lui en disant :

Or et par droit et par raison,
Chacun est maître en sa maison.

François Ier prit un escabeau. On se mit à table ; on parla des affaires du temps, de la lourdeur des impôts, de la sévérité des édits qui interdisaient la chasse dans les forêts royales. Bientôt le charbonnier, rendu confiant par l'air de bonhomie du roi, lui servit un morceau de sanglier en lui demandant le secret.

Le lendemain, François, après une nuit passée sur les feuilles, se fit connaître et paya généreusement son hôte.

FURTHER REFORMS OF FRENCH SPELLING.

It is not long since the list of *tolérances* took the world by surprise ; now we find the French Academy showing still further liberality. It is true that a uniformly phonetic spelling is still a long way off. Indeed, the Academy regards it as undesirable, on the ground that the pronunciation varies from generation to generation and from province to province, and there is no such thing as a standard speech. Whether such a standard of French pronunciation may not be established in course of time is a question which we do not propose to discuss on this occasion, though we feel strongly that the problem will soon have to be faced by our friends across the Channel, just as the Germans have already done.

Meanwhile, we must be content with small mercies, and gratefully acknowledge that the latest conces-

sions made by the Academy are distinctly a step in the right direction.

The *Rapport sur les projets de la commission chargée de préparer la simplification de l'orthographe* consists of nineteen pages of rejected proposals for reform, and two pages of suggestions which have been accepted. The latter we reprint, as they are likely to be of considerable interest to our readers:

1. Déja (pour déjà).

2. Chute (pour chûte), joute (pour joûte), otage (pour ôtage), modifications que l'Académie a déjà fait entrer dans son dictionnaire; et, de plus, assidument (pour assidûment), dévoument (pour dévoûment ou dévouement), crucifiment (pour crucifiement ou crucifîment).

3. Ile (pour île), flute (pour flûte), maitre (pour maître), naitre (pour naître), traitre (pour traître), croute (pour croûte), voute (pour voûte), et autres mots où l'accent circonflexe ne sert qu'à rappeler l'*s* étymologique.

4. Elle admet qu'on écrive, *ad libitum*, *confidentiel* ou *confidenciel* et les adjectives analogues, c'est-à-dire ceux dont le substantif est en *ence* ou *ance*.

5. Elle accept l'identification orthographique de *différent* et *différend*, de *fond* et *fonds*, de *appats* et *appas*, en ce sens que l'on écrirait, 'un différent s'est élevé, un fond de terre, la retraite a pour vous des appats.'

6. Elle accepte qu'on écrive, *ad libitum*, *enmitoufler* et *emmitoufler*, *enmener* et *emmener*, *enmailloter* et *emmailloter*, autres mots analogues où l'*n* rencontrant *m*, est devenue *m*.

7. Elle accepte *ognon* pour *oignon*.

8. Elle ne voit aucun inconvénient à ce qu'on écrive, *ad libitum*, *pied* ou *pié*.

9. Elle accepte que les sept substantifs en ou qui prennent un *x* au pluriel—bijou, caillou, chou, genou, hibou, joujou, pou—rentrent dans la règle générale et prennent un *s* au pluriel.

10. Elle accepte *échèle* au lieu de *échelle*, conformément et à la prononciation et à l'étymologie.

11. Elle a décidé de régulariser l'orthographe des mots venant de *carrus* en écrivant *charriot* par deux *r*, comme s'écrivent tous les autres mots dérivés de *carrus*.

12. Elle est disposée, en examinant chaque cas, à ne pas s'opposer à la suppression de l'*h* dans les mots dérivés du grec où se rencontre la combinaison *rh*.

13. De même, notamment pour les mots de création scientifique, elle aura pour tendance de favoriser l'*i* plutôt que l'*y grec*.

14. Elle est favorable à la proposition d'écrire *sizain* comme on écrit *dizain* et *dizaine*, et elle estime que l'on pourrait étendre cette réforme à *dizième* et *sizième* (au lieu de *dixième* et *sixième*) par conformité avec *onzième*.

* * *

The following characteristic note is added:

Telles sont les résolutions que, pleine d'estime pour les excellentes intentions de la Commission chargée

de préparer la simplification de l'orthographe française, comme pleine de respect pour la compétence et le savoir de cette Commission, mais voyant quelquefois d'une façon différente les intérêts de la beauté et aussi de la facile propagation de la langue française, l'Académie française a cru devoir prendre.

MODERN LANGUAGE ASSOCIATION.

THE forty-third meeting of the Executive Committee was held at the College of Preceptors on Saturday, March 11, 1905. There were present: The Chairman of Committee (Mr. Storr), Miss Partington, and Messrs. Allpress, Atkins, Brereton, Eve, Kirkman, Longsdon, Rippmann, Robertson, Twentyman, the Hon. Treasurer (Mr. Payen-Payne), and the Hon. Secretary (Dr. Edwards).

The following new members were elected: A. H. Powles, M.A., Cambridge; F. E. Max Freund, M.A., Ph.D., Professor, Queen's College, Belfast; H. Roudil, Professeur Agrégé au Lycée de Caen; C. Gelders, Ph.D., D.-ès-L., Préfet de l'Athénée de Louvain.

Co-opted member of General Committee: Dr. R. A. Williams was added to the General Committee.

Negotiations with Publishers.—The agreement between Messrs. A. and C. Black and the representatives of the Association in reference to the publication of MODERN LANGUAGE TEACHING was read. Letters were read from Mr. Nutt, asking (*a*) who was responsible for certain newspaper notices concerning the *Modern Language Quarterly*; (*b*) suggesting an arrangement for the disposal of the surplus stock of the *Modern Language Quarterly*.

The Hon. Secretary was instructed to reply (*a*) that neither communication was official; (*b*) to ask what stock there was on hand, and to say that the Committee were not prepared to pay more than a nominal sum for this stock.

Easter Meeting.—Letters were read from the officials of the *Société des Professeurs de Langues Vivantes.* Mr. TWENTYMAN reported the arrangements that had been made, and the following sub-committee was appointed to deal with this matter: Messrs. Twentyman (convener), Storr, Brereton, Eve, Rippmann.

Resignation of the Hon. Secretary.—Dr. Edwards having sent in his resignation as Hon. Secretary of the Association on his accepting an appointment under the Board of Education, several names were suggested as a possible successor. It was decided to postpone the discussion on this subject until the next meeting.

Memorandum of the Association.—The HON. SECRETARY reported from the General Committee an instruction to the Executive Committee to

revise the Memorandum of the Association.

The Hon. Secretary was instructed to include this question in the agenda of the next meeting of the Executive Committee.

Members whose Subscriptions are in Arrears.—The HON. TREASURER reported that the subscriptions of several members were in arrears.

It was resolved that such members be informed that their names would be struck off the list of members of the Association if the moneys due were not paid within a fortnight from the date of notice.

* * *

THE forty-fourth meeting of the Executive Committee was held on April 29, 1905, at the College of Preceptors.

There were present, the Chairman of Committee (Mr. Storr), Messrs. Brereton, Breul, Eve, Kirkman, Milner-Barry, Rippmann, the Hon. Treasurer (Mr. Payen-Payne), and the Hon. Secretary (Dr. Edwards).

The following new members were elected:

Dr. Edvin Osterberg, Stockholm.

Miss E. M. Smith, B.A., County Intermediate School for Girls, Cowbridge, Glamorgan.

W. von Dechend, Lecturer in German, University of Melbourne.

A. E. Padbury, 70, Owen Street, Tipton.

T. A. E. Sanderson, M.A., Headmaster, Secondary School, Luton.

A. C. Latif, B.A., LL.M., Civil Service Secretariat, Lahore, Punjab.

Miss J. P. Strachey, 69, Lancaster Gate, W.

E. Osterloff, Girls' Gymnasium, Elisawetinskaia, Tiflis, Caucasus, Russia.

M. W. Keatinge, M.A., Reader in Education, Oxford University.

S. S. Fletcher, M.A., Vice-Principal, Cambridge Day Training College.

J. S. Norman, M.A., The New Beacon, Sevenoaks.

Miss K. de Lisle, 2, Castle Hill Avenue, Folkestone.

H. C. Norman, B.A., Liverpool.

F. G. Blandford, M.A., Cambridge.

C. E. C. Hanbury, B.A., Hereford.

Société Littéraire.—The HON. SECRETARY called the attention of the Committee to the fact that a society called the 'Société Littéraire,' with headquarters in London, had been touting among members of the Association and others, and had given out that there was some connection between their body and the Modern Language Association.

The Editor of MODERN LANGUAGE TEACHING was instructed to insert an official denial of this statement in the next number.

Communications were read from: (*a*) Dr. Rouse, touching the question of compulsory Greek; (*b*) the College of Preceptors, from the Secretary; (*c*) Mr. von Dechend, suggesting a branch of the Association in Australia

The Hon. Secretaryship. — After further discussion the question of the successor to Dr. Edwards was again adjourned.

Modern Language Quarterly Sub-Committee. — A report from this Sub-Committee, together with a statement as to the guarantee fund, was promised for an early date.

Easter Meeting. — The reasons, official and otherwise, for the postponement of this meeting were put before the Committee, and a letter was read from M. Garnier, one of the officials of the Société des Professeurs de Langues Vivantes.

Banking Account.—The question of the Association's banking account was considered, and it was decided that a new arrangement should come into force at the end of this financial year.

Resignation of the Hon. Treasurer. —The Committee heard with regret that the Hon. Treasurer had decided to give up the post he has held for many years. Mr. Payen-Payne consented to continue his duties until the end of the year.

Memorandum of the Association.— The discussion of the revision of the Memorandum was again postponed.

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We are sure that all our members will share our sincere regret that the return visit of the *Guilde Internationale* and of the *Société des Professeurs de Langues Vivantes* has had to be postponed. Our Association was eager to return the very hospitable reception accorded to its members at Easter, 1904; but through a series of unfortunate *contretemps* the sub-committee responsible for the arrangements felt they had not sufficient time to arrange a meeting worthy of our guests. The invitation to the *Guilde* and to the *Société* has been postponed until next Christmas or Easter, when it is hoped a very successful meeting may take place. It is a pity that the modern language teachers have been unable to follow the example of the King, the fleet, and the medical profession in tightening the bonds of the *entente cordiale.* We cannot do better than reproduce the notice printed in the April number of the *Bulletin* of the *Société* in reference to the postponement.

"Nous avons le regret d'informer nos Collègues que la Modern Language Association a décidé de reculer encore le Congrès de Londres, primitivement fixé au 2, puis reporté par elle au 4 mai.

"Les raisons de cette décision seraient, d'une part, la crainte que le nombre des Congressistes ne fût relativement faible—il n'était que d'une vingtaine avant l'envoi de la circulaire administrative que nos collègues ont vue—d'autre part, le désir qu'auraient, aujourd'hui, les autorités anglaises de voir prendre à cette visite un caractère officiel qu'il appartient à notre Administration seule de lui donner.

"En nous faisant connaître sa décision, la Modern Language Association en exprime ses regrets et, dès maintenant, renouvelle à notre Société l'invitation de venir pro-

chainement à Londres, invitation que nous transmettrons au Comité.

"Nous prions M. le Ministre de l'Instruction Publique et MM. les Chefs de notre Administration de vouloir bien accepter les vifs regrets du Comité avec l'expression de notre vive gratitude pour la grande bienveillance qu'ils ont témoignée dans cette circonstance à l'enseignement des langues vivantes.

"Nous regrettons bien vivement aussi le dérangement causé à beaucoup de nos Collègues, mais avons le sentiment de n'avoir rien négligé pour rendre possible une entrevue qui nous paraissait devoir être féconde en résultats heureux."

LONDON BRANCH OF THE GENERAL GERMAN LANGUAGE ASSOCIATION.

SINCE December, 1903, the 'Zweigverein London des Allgemeinen Deutschen Sprachvereins' has been under the gracious patronage of H.R.H. Prince Christian of Schleswig-Holstein, and quite deserves such great honour by its useful work and continued success.

This Association's chief aims are to extend the knowledge of German literature, and thereby to aid in fostering amicable relations between the United Kingdom and Germany. Of its 550 members, about half are English, either by birth or naturalization.

At the last Annual Meeting (February 4, 1905) Professor ALOYS WEISS, the Founder and President of the London Branch, referred to the recent reunion of the British Association at Cambridge. Having met there a great many German men of science, Mr. Balfour had said: 'I would that the disinterested community of aim which binds together the scientific men throughout the world into one international brotherhood could extend its healing influence through all classes and interests.' Dr. Weiss added: 'May our endeavours to spread an appreciation of the beauties of German literature, and to unite Englishmen and Germans in the study of the language of Goethe and Schiller, likewise strengthen the bond of union between the sister countries, England and Germany!'

The meetings of the Society are always well attended, on account of excellent lectures and of select programmes of music and German recitations. The chief lectures of last year were:

'Deutsches Zeitungswesen in Vergangenheit und Gegenwart' (Herr Bruno Petzold).

'Über Ton und Melodie in der Sprache' (Herr F. Weber).

'Anton Sommer, ein thüringischer Volksdichter' (Herr A. Schönheyde).

On February 4 last Herr Hermann Meyer gave an address on 'Modern Literature and Modern Notions.' The lecturer discussed

that German literary school of recent times which Hermann Bahr calls the Décadence. All that is blamable in this school, Mr. Meyer said, is not German, but may be traced to the influence of such authors as Zola and Ibsen. By sharp criticism the realistic authors were shown to have renounced the faultless style of the classics represented by Lessing, Schiller, and Goethe. But the German people did not like the realistic ephemeral writers, and would certainly not give up their time-honoured ideals. Just now a commemoration of Schiller's death was prepared 'so weit die deutsche Zunge klingt.'

An invitation has reached us for the 'Schillerfeier' which the London Branch will celebrate on May 20 at the Holborn Viaduct Hotel. Particulars may be obtained from Dr. Weiss, 10, Manor Park, Lee, S.E.

With a view to advancing its object, the Society has instituted an examination in German, and awards certificates and prizes. The Chairman of the Examiners is the Rev. C. N. Nagel, M.A., Headmaster of St. Mark's School, Windsor.

Our best wishes accompany the 'Sprachverein' in its work, which forms a welcome aid to our own cause.

HOLIDAY COURSES.

THE Special Inquiries Office of the Board of Education has again issued its useful Table of Holiday Courses on the Continent for Instruction in Modern Languages, and copies can be obtained on application to the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

The table contains details as to the date, fees, return fares from London, principal subjects, etc., of holiday courses in—

Germany and Austria: at Greifswald, Jena, Königsberg, Marburg, Neuwied, and Salzburg.

Switzerland: at Geneva, Lausanne, Neuchâtel, and Basle.

Spain: at Santander.

France: at Besançon, Dijon, Grenoble, Nancy, Boulogne-sur-Mer, St. Servan, Paris, Honfleur, Bayeux, Caen, Lisieux, and Villerville-sur-Mer.

* * *

We have received details of an interesting BRITISH-DANISH-DUTCH SUMMER MEETING at Amsterdam. As there is no reference to this in the table, and as the meeting promises to be of exceptional interest, we give the following details:

The FIRST AMSTERDAM SUMMER MEETING will be held from August 2 to August 12, 1905. It will be of a tripartite nature, as while the hosts are Dutch, the visitors will be British and Danish.

Its objects are:

1. To afford foreigners a better insight into the character, customs,

and conditions of the Dutch than ordinary travellers obtain.

2. To promote a good understanding among the nations, according to Hugo Grotius' words, that 'any nation shall be called upon to effect that which is wanting in another, in order that things germinated somewhere may seem to have risen everywhere.'

These purposes will be realized by:

1. Lectures, delivered in English by Dutch University graduates and other specialists on Dutch subjects of a scientific, literary, and artistic description.

2. Visiting places of interest, some of which, not generally accessible to strangers, will be thrown open on these occasions.

3. Whole-day excursions to towns and picturesque localities.

4. Social gatherings, affording members opportunities of intercourse with cultured Dutch people.

The programme states that the meeting will open on August 2 at 9.30 a.m. in one of the halls of De Vrije Gemeente, Leidsche Plein, where all the lectures will be delivered, except when otherwise intimated.

Morning lecture: 'Holland's Eternal Struggle with the Waters,' Mr. R. A. Verweij, Civil Engineer, Member of the Royal Dutch Institution of Engineers.

Afternoon visit to Haarlemmermeerpolder, Farm, 'Lijnden' (steam pumping plant for the drainage of reclaimed land).

Morning lecture: 'Dutch Language and Literature,' Dr. J. M. Hoogvliet, University Reader in Scandinavian languages, etc.

Afternoon visit to the New Exchange, conducted by the architect, Mr. H. P. Berlage.

Evening lecture (with lantern views): 'Dutch Architecture of the Seventeenth Century,' Mr. H. P. Berlage.

Morning lecture: 'Dutch Commerce and Colonies,' Mr. O. Kamerlingh Onnes, Member of the Town Council, Chief Editor of *Holland Abroad.*

Afternoon visit to Zaandam, etc. Morning lecture: 'Diamond Industry,' Mr. Henry Polak, Member of the Town Council, Pres. Diamond-workers' Trade Union.

Afternoon visit to a diamond-cutting establishment, conducted by Mr. Henry Polak.

Morning lecture: 'Spinoza,' Mr. P. H. Hugenholtz, jun.

Afternoon visit to Spinoza's cottage at Rijnsburg, Leiden.

Morning lecture: 'Dutch and English Characters,' Mr. L. Simons.

Evening lecture (with lantern views): 'Rembrandt,' Dr. Johanna de Jongh, University Reader on Art, author of 'The Origin and Development of the Dutch Landscape Painting.'

There will also be a boating tour through the Amsterdam canals, and whole-day excursions to:

1. Delft; The Hague; Scheveningen. Visit to Mr. J. C. van Marken's Industrial Social Organizations at Delft. Visit to the Delft Ware Manufactory 'De Porce-

leyne Fles,' late Thooft and Labouchère.

2. Alkmaar (cheese market), Bergen, etc.

3. Water excursion to Volendam.

Fees: Tickets for Great Britain, £1 1s. Cheques and Post-Office Orders to be sent to Miss Scriven, Northwold Road School, Clapton, N.E. They should be made payable to P. Ott de Vries, Esq., and crossed 'Société Générale de Paris, London.' (Miss Scriven is acting as Hon. Secretary for Great Britain, and will gladly furnish further particulars.) Applications for tickets should be accompanied by remittances. With each ticket a Guide of Amsterdam and a Map, 1905, will be forwarded; also a list of boarding-houses, etc., with prices ranging between 1s. 8d. and 5s. a day for bedroom and breakfast; 3s. 4d. and 8s. a day for board and lodging. Early application is required; tickets should be obtained before July 1 at the very latest.

Journey: London to Amsterdam in 11½ hours by Flushing (twice daily) or Harwich (once daily). Fares (return tickets, available sixty days): First class, £2 15s. 11d.; second class, £1 18s. 7d.; first class steamer, second class rail, £2 9s. 7d. London to Rotterdam in 16 to 18 hours, by Batavier Line. Fare (return ticket, available six months), first class, £1 10s.

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Miss F. M. Butlin has made arrangements for a fourth visit to DENMARK, from August 14 to 25. The plan includes visits and lectures on 'Danish Education.' A specially attractive feature is a course by Professor Otto Jespersen on 'The Teaching of Modern Languages.' The return ticket is £4, and the fee for lectures £1 1s. It is reckoned that £10 will cover the whole expenses. For particulars apply to Miss Butlin, Old Headington, Oxford.

THE SCHOLARS INTERNATIONAL CORRESPONDENCE.

MODERN Language Teachers who desire to avail themselves of the international exchange of letters for their pupils will find the list of teachers given below very useful, as all are desirous of arranging such an exchange. The rules, as approved by teachers, apply to both boys' and girls' schools and are briefly these:

The exchange of letters is always and everywhere under the supervision of the foreign language teacher. All foreign letters and other postal communications are under his control, and the school address only should be given.

The scholar should write alternately in his own and the foreign language, but the first letter should always be in his own tongue and written with great care, as a satisfactory development depends largely upon the first impression received.

The letters should be exchanged regularly; twice a month is usual.

As the letters in the mother tongue are intended as models for the partner, they must be written with care and must be grammatically correct.

The faulty English of the foreign writer must be carefully corrected by the partner, and the foreign pupil will also correct his correspondent's mistakes. For this a wide margin should be left in the letter.

The letters should be plainly and fully addressed, and the address of the foreign correspondent retained. It is not so customary abroad, as with us, to head the letter always with the address.

It has been suggested that teachers will not care to make inquiry for every individual pupil, and will prefer to exchange batches of letters with one school alone. This would be fatal to the best interests of the scheme; the variety given, and the geographical knowledge ensured by the rule of one boy, one place, being invaluable.

Supposing a teacher has ten pupils needing correspondents. He should send out five reply postcards, one to each of the schools which he chooses, asking the teacher of it whether he or she has a boy (or a girl) willing to correspond with one of his pupils, giving ages within prescribed limits, say, from thirteen to sixteen, or fifteen to eighteen, for instance, and mentioning social position and ability in languages. On receipt of replies, he will be able to pair some of his ten at least. He can then send out other reply cards to other teachers, and fill up the remaining vacancies.

Miss Lawrence, *Review of Reviews*, Mowbray House, Norfolk Street, Strand, will be glad to answer inquiries, or to arrange the exchange should language teachers prefer. She earnestly hopes that language teachers will tell her how the plan works in their schools.

LIST OF FOREIGN TEACHERS WHO APPROVE OF THE EXCHANGE OF LETTERS.

FRENCH.

Professors in Boys' Schools.

M. Andréü, Collège de St. Pol, Pas de Calais.

M. Anglès-Béranger, Collège de Treignac, Corrèze.

M. Bally, École Primaire supérieure, Grenoble, Isère.

M. Bastide, Lycée de Beauvais, Oise.

M. Bazennerie, Collège de Coulommiers Seine-et-Marne.

M. Beltette, Lycée de Tourcoing, Nord.

M. Benard, École Normale d'Instituteurs, Douai, Nord.

M. Berland, Collège d'Uzés, Gard.

M. Binet, Collège de Condé-sur-l'Escaut, Nord.

M. Bié, Collège de Mazamet, Tarn.

M. Blancheton, Collège de St. Nazaire, Loire Inférieure.

M. Bonnet, Lycée de Rennes, Ille-et-Vilaine.

M. Bonafous, Petit Séminaire de Lavaur, Tarn.

M. Camerlynck, Lycée de Nancy, Meurthe-et-Moselle.

M. Cazamian, Lycée de Lyon, Rhone.

M. Chausse, Collège d'Auxonne, Côte d'Or.

M. Chauliat, Lycée de Foix, Ariège.

M. Commandeur, Collège de Montélimar, Drôme.

M. G. Copperie, Collège de Calais, Pas-de-Calais.

M. A. Couturier, Collège d'Ambert, Puy-de-Dôme.

M. Desclos, Collège d'Eu, Seine-Infre.

M. Degre, Collège de Langres, Hte. Marne.

M. Devaux, Collège de Vire, Calvados.

M. Divry, Institut St. Louis, Perpignan, Pyrénées Orientales.

M. Drieu, Collège de Verdun, Meuse.

M. Duplenne, Collège de Cholet, Maine-et-Loire.

M. Dupré, Lycée de Bordeaux, Gironde.

M. Feignoux, Lycée de Montluçon, Allier.

M. Feytel, École Normale, Bonneville, Hte. Savoie.

M. Fournier, Collège de Sézanne, Marne.

M. François, Lycée d'Alençon, Orne.

M. Gabriel, Collège de Lunéville, Meurthe-et-Moselle.

M. Gandner, Collège d'Arnay-le-Duc, Côte-d'Or.

M. Gascard, Lycée de Montpellier, Hérault.

M. Janin, Collège de Villefranche, Rhône.

M. Joseph, Collège de Corte, Corsica.

M. Jubien, Lycée de Niort, Deux-Sèvres.

M. Koenig, Collège d'Aubusson, Creuse.

M. Lagarde, Collège de Riom, Puy-de-Dôme.

M. Le Désert, Collège Jean-Bart, Dunkerque, Nord.

M. Le Rouge, Collège de Josselin, St. Croix de Josselin, Morbihan.

M. Lochon, Collège de La Réole, Gironde.

M. Maffre, Lycée de Toulouse, Hte. Garonne.

M. Marchand, Collège de Tonnerre, Yonne.

M. Martin, Lycée de Tournon, Ardéche.

M. Mieille Lycée de Tarbes, Htes. Pyrénées.

M. Nida, Lycée de Troyes, Aube.

M. Obry, Lycée d'Alais, Gard.

M. Odemps, Lycée de St. Brieuc, Côtes du Nord.

M. Odru, Collège de Riom, Puy-de-Dôme.

M. Peignier, Lycée de Bordeaux, Gironde.

M. Pradel, Lycée de Montluçon, Allier.

M. Quenouille, Collège de Grasse, Alpes Maritimes.

M. Rouge, Lycée de Tours, Indre-et-Loire.

M. Roussel, Lycée de Vendôme, Loir-et-Cher.

M. Roy, Collège de La Rochefoucauld, Charente.

M. Sabardu, Collège de Draguinan, Var.

M. Salvan, Collège St. Jean d'Angely, Charente Infre.

M. Sécheresse, Collège de Bergerac, Dordogne.

M. Thoumazour, Petit Séminaire de Brive, Corrèze.

M. Touzain, Lycée d'Angoulême, Charente.

M. Turgot, l'École primaire sup. de Garçons, Carentan, Manche.

M. Valentin, Collège de Garçons, Soissons, Aisne.

M. Vayron, Collège de Vannes, Morbihan.

M. Voillot, Collège Monge à Beaune, Côte d'Or.

M. Wirth, Lycée Fontanes, Niort, Deux Sèvres.

Teachers in Girls' Schools.

Mlle. Abrey, Collège Fénelon, Lille, Nord.

Mlle. Boisson, École Normale, Versailles, Seine-et-Oise.

Mlle. Coblence, École Normale, d'Institutrices, Melun, Seine-et-Marne.

Mlle. Cros, Lycée de Jeunes Filles, Orléans, Loiret.

Miss Crowe, 42, Rue de Bruxelles, Paris.

Mlle. Cruvellie, Collège de Jeunes Filles, Béziers, Hérault.

Mlle. Dubois, Institution pour Jeunes Filles, 6, Rue du Sud, Dunkerque, Nord.

Mme. H. Dupré, Lycée de Jeunes Filles, Bordeaux, Gironde.

Mlle. Erhard, École supérieure, Tours, Indre-et-Loire.

Mlle. Fayolle, École supérieure, Saint Chamond, Loire.

Mlle. Finlayson, École Normale, St. Étienne, Loire.

Mlle. Fischer, Collège de Jeunes Filles, Chalon-sur-Saône, Saône-et-Loire.

Mme. Veuve Français, Collège de Jeunes Filles, Constantine, Algérie, Afrique.

Mlle. Goisey, Collège de Jeunes Filles, La Fère, Aisne.

Mlle. Gilard, Lycée de Jeunes Filles, Marseilles.

Mlle. Masson, Collège Fénelon, Cambrai, Nord.

Mme. Mieille, Collège de Jeunes Filles, Tarbes, Htes. Pyrénées.

Miss Murray, 6, Rue Bosio, Paris.

Mlle. Pitsch, Lycée Victor Hugo, 43, Rue Maubeuge, Paris.

Mlle. Rive, Lycée de Jeunes Filles, Montpellier, Hérault.

Mme. Rolland, Collège de Jeunes Filles, Castres, Tarn.

GERMANY.

Teachers who will like to hear Direct.

Mr. W. E. Birkett, 12, Hohstrasse, Schweidnitz, Germany.

Mr. J. Bolgar, 32, Hansaring, Köln am Rhein.

Derektor Bowwitz, Höherer Madchenshule, Schweidnitz, Silesia.

Professor G. Coym, Hagenau 44, Hamburg 23.

Fräulein Eckardt, Städtische höhere Mädchenschule, Bochum, Westphalia.

Professor G. Höft, 19 Henriettenstrasse 21^{II}, Hamburg.

Dr. Jaeger, 91, Brahmsallée, Hamburg.

Fräulein H. Ludwich, Märkische Strasse 9, Bochum, Westphalia.

Professor Nader, Waehringer Strasse 61, Vienna 9/2.

Miss Webb, Helgoländer Ufer 6, Berlin, N.W. 52.

Professor Martin Hartmann prefers to keep to the former plan. Lists should therefore be sent to him to distribute. He requires the age of pupil, school standing, and profession of parent. Also a 2½d. stamp with each name on the list. His address is, Fechnerstrasse 2, Gohlis-Leipzig. He writes that he can find students for all who apply.

BELGIUM.

Mme. Vasseur, 16, Rue du Remorqueur, Brussels.

HOLLAND.

M. Grassé, 32, Alex Boersstraat, Amsterdam.

ITALY.

Professor F. Chimenti, R. Istituto Tecnico, Bari.

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The parents of several French boys are anxious to arrange an exchange with English boys during the holidays. The French organizer for such exchanges is Monsieur Toni-Mathieu, 36, Boulevard Magenta, Paris. As the costs are heavy, he requires a fee of ten shillings for each arrangement carried out.

CORRESPONDENCE.

FRENCH AS SHE IS TAUGHT.

To the Editor of MODERN LANGUAGE TEACHING.

SIR,—Mr. Coulton, in his *Public Schools and Public Needs*, did good service in calling attention to certain defects of Modern Language class-books, and I hope that the Modern Language Association will continue to expose incompetence and ignorance. As a first contribution I will, with your permission, criticise a recent book on French composition which I have come across as an Inspector of Schools. As this is a first warning, I will follow Mr. Coulson's example in not naming the offender, but I would suggest that future delinquents should be pilloried without reserve.

I will now give, without comment, a

few specimens of French as it is taught by a reverend gentleman who professes to prepare pupils for public examinations in French.

Tel, telle—*such*—always has the article before it: On ne dit pas de telles choses.

Tout autre femme eût été effrayée: any other woman would have been frightened.

Une toute autre femme: quite a different woman.

Je ne ferai pas pour les beaux yeaux (*sic*) = I won't do it for nothing.

Personne—*nobody*—is an indefinite pronoun.

D'où is used of things; we say: 'C'est une fait d'où je conclus.'

The present particle employed as a verb is, of course, always invariable.

The English verbal form in 'ing' can be a noun, as without admitting it, after doing this: 'I went away after his seeing the elephant' = 'Je m'en allai après qu'il eût vu l'éléphant.'

The relative clause is generally in the subjunctive after superlatives; if a positive fact is stated use the indicative: 'C'est peut-être la seule chose qui l'argent seule ne peut pas faire.'

'Y-a-t-il quel qu'un qui ne l'aimât?'

'A mon gout.'

I am glad you have read Mdme. de Stael's *Alle Magne*.

I have only picked the plums.

Yours, etc.,

F. STORR.

EXPERIMENTS IN METHOD.

To the Editor of MODERN LANGUAGE TEACHING.

SIR,—I was delighted to read the article with this heading, contributed by my friend Mr. Kirkman, in the last issue of MODERN LANGUAGE TEACHING. Delighted on personal grounds, for it recalled days in London when I witnessed the beginnings of these plans for experiment as Mr. Kirkman first worked them out. I believe that they offer a genuine field for research, and I shall try and find assistance in my little Demonstration School here for an endeavour to trace the history and career of errors in foreign utterance made by beginners. If such observations do nothing else, they impress the student with truths which he would seldom really believe if he were merely *told* them in lecture or text-book.

One of the most important problems which such an inquiry would help to solve is the value or otherwise of 'corrections'—*i.e.*, of directing the attention of the scholar to past errors in order to remedy them. Mr. Kirkman says: 'As far as the above record is concerned, it seems to matter little whether the mistake is corrected by the boy, the master, or not at all.' If this conclusion is confirmed by wider experience, what an indictment of the current methods of the schools! We will wait to lay this indictment until, as Mr. Kirkman adds, we have several hundred similar records.

And it is obvious that these investigations will throw light upon mental processes as concerned in allied branches of teaching—classics and the English language at least. For the mind, which is the subject of these investigations, is the same in its structure and reacts in analogous ways to a variety of material. I think the scheme he puts forward is capable of emendation. It would be useful to note the time of the school day at which an observation is taken and this would be more important than the sex of the scholar. And I distrust classification of scholars in grades of capacity, so far as these investigations are concerned; 'clever, ordinary, dull, abnormally dull,' are loose terms and leave too much to the personal judgment of a teacher. Thus, a scholar may be dull at apprehending the sense of a spoken sentence, but clever at imitative reproduction. Nor do I think that 'instinct' has much concern with these matters—the experiment is really a study of inhibition and association in connection with the use of speech, the aim being to set up new habits with a uniform response, performed without effort or attention

The line of work proposed will be difficult, for it really needs two workers collaborating—one to carry on the lesson, the other to sit and listen continuously for days and to make the records. Where is the generous benefactor who will provide the means to enable a couple of competent investigators to spend six months in such a piece of research? With faith perhaps we may remove even that mountain!

J. J. FINDLAY.

THE FIELDEN SCHOOL, MANCHESTER,
April 11, 1905.

To the Editor of MODERN LANGUAGE TEACHING.

SIR,—I hope Mr. Kirkman's suggestion in your last issue will be warmly taken up. What we want at the present time are *data*, *data*, *data*. These can only come from the teacher. Every teacher can, if he or she will, help immensely by keeping a careful record of his experiments. Only one word of warning is necessary. In order not to attempt too much at the outset, I would counsel teachers to begin with only one class.

Perhaps on a later occasion you will permit me to return to the subject. At present I will only indicate two of the possibilities that a sufficient collection of experiments on Mr. Kirkman's lines would bring within the sphere of reality.

A catalogue raisonné of common mistakes in French, would provide a most valuable indication of what to say and what to leave unsaid in a class of average boys. Thanks to the *data* thus provided, we could establish with a tolerable degree of accuracy what are the curves of error of the clever, medium, and dull boy, and adjust our teaching to each accordingly, always starting from the premise of the need of keeping the mistakes down to a minimum, while at the same time refraining from giving unnecessary help. I can imagine a teacher's grammar within three types, with the common mistakes of the dull in large print, those of the medium in a smaller type, and those of the clever in a type a little removed from the normal. A teacher with such a book for reference could realize, if he had already classified his boys, the exact amount of attention that each boy required to get him safely over these 'stones for stumbling.'

Again, if the more skilful teacher is able to classify his boys according to three types of memory—whether visual, auditive, or muscular—he will know, at a moment's notice, what is the set of 'brain centres' to appeal to if any difficulty is to be met. Besides, such a classification would be an immense advantage. In fact, it might in the long-run be worth considering if we should not classify our boys, not by whether they know '*sum*' or not, but according to their types of memory—according to their mental machinery, in fact, and not by its results, which are to the unobservant more or less common in *quality*, and only differ in *quantity*. Such a *qualitative* classification would enable us to develop the particular talent of each, while not neglecting his other gifts. Our present system of education seems to 'steam roller' all originality out of the average boy.

Yours faithfully,

CLOUDESLEY BRERETON.

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SECURING NEW MEMBERS.

To the Editor of MODERN LANGUAGE TEACHING.

SIR,—A short time ago it occurred to me to write post-cards to various persons who I thought might join the Modern Language Association, inviting them to do so, and offering to propose their names. I did not limit myself to those personally known to me. The result exceeded my hopes. At very slight trouble to myself I managed to secure seven new members, and have no doubt but that others could do the same. There are a number of modern language teachers who only require a definite request to bring them into the Association. There are many who wish to join, but who do not know how to set about it. The Modern Language Associa-

tion at present numbers over 500. If each member during the course of this year brings in *one* new member, this means that at the next general meeting we shall be 1,000 strong, and that our income will be doubled. It is hardly necessary to point out that it would then be possible to consider a reduction in the amount of the subscription, and to run up the numbers still higher, and, further, that increased numbers means immensely increased influence. And all this can be achieved by the expenditure of a few postcards, a little ink, and a little energy.

Yours, etc.,

F. B. KIRKMAN.

FROM HERE AND THERE.

THE University of Oxford has conferred the honorary degree of D. Litt. upon Mr. Edward Arber, F.S.A., Emeritus Professor of English at Birmingham University, and Fellow of King's College, London.

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The Taylorian Scholarships in Modern Languages at Oxford are to be discontinued, and the money is to be applied to the provision of additional instruction in modern languages.

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Professor Schüddekopf points out that in our account of the studentships offered by the trustees of the Gilchrist Educational Trust, on p. 91 in our last issue, we inadvertently omitted to state that one of these studentships will be assigned to the University of Leeds.

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The Deutscher Sprachverein has made arrangements for celebrating the Schillerfeier by a musical entertainment to be given at the Queen's Hall on June 3, in which the London Symphony Orchestra and various other musical societies will take part.

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The Anglo-French Association, *L'Entente Cordiale*, offers two travelling scholarships of £10 each. The competition will be held on November 4, at the City of London School, and be conducted by the Society of French Masters in England. It is open to British subjects of both sexes (except those born of French parents) born on or after January 1, 1886, and educated in the United Kingdom, who are students or former students of Board schools, or other schools where education is free or at mere nominal rates. The Association also offers for competition among members of either sex at University colleges two scholarships of £20 each. The examination will be conducted on June 10 by the Society of French Masters in England. Candidates must be (*a*) British subjects, not of French parentage, and must not have been educated in a French-speaking country; (*b*) must have been born on or after January 1, 1882; (*c*) must have been members of a University or University college for at least a year. Applications should be sent to Mr. J. Belfont, Broglence Villa, Melrose Terrace, West Kensington, W. The Hon. Secretary, Mr. W. H. Sands, 6, Fig-Tree Court, Temple, E.C., will give any further information.

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A praiseworthy attempt is being made, says the *New Age*, to establish in London an institution on the lines of the famous *universités populaires*, which have met with so much success in France and other Continental countries. The Université Populaire de Londres, which has been recently opened at 4, Euston Buildings, Euston Road, N.W., offers to its members and visitors a most attractive lecture list. At present the lectures are being carried on in French, that being the language chiefly spoken in the foreign quarter of London, but the committee hope before long to arrange for lectures and discussions in German, Italian, Spanish, and English. There is no charge for admission to these lectures, but a subscription of 3d. per week is levied for the use of the classes. This subscription includes admission to the reading room, library, etc. An international circulating library of a thousand volumes is already in existence.

* * *

The lecturers in English, French, and German, in the University of Lund commence this month the publication of a monthly review in the three world-languages—English, French, and German. Prominent features of the new review will be an attempt to co-ordinate the teaching of those three languages (to which one-third of the school week is devoted in the higher forms of Swedish schools), in both their grammatical and their literary aspects, and practical comparative bibliographical articles. Though the *Skandinavisk Månadsrevy* will be mainly intended for Scandinavian and other non-English teachers, these features may perhaps interest British teachers and students of French and German. Further particulars may be obtained from Mr. C. S. Fearenside, M.A., *Universitetslektor*, Spolegatan 8, Lund, Sweden, the British Manager of the new periodical. We offer a cordial welcome to our new fellow-worker in the field, and wish it a long and prosperous career.

* * *

We take this opportunity of calling the attention of our readers to a little publication which may have escaped their notice. It is the children's journal *Pour nos Enfants*, with the sub-title *Petit Bulletin dans l'esprit de l'Union pour l'Action morale*, which is now in its eighth year. It contains admirable short stories and poems, but no illustrations, and is suitable for the form library of a fifth or sixth form. It appears ten times in the year; the annual subscription is 3s. 9d., post free, and should be sent to Madame Marie Allégret, 32, Rue de l'Héritan, Mâcon (Saône-et-Loire). The February issue, which is before us, contains: *La jeunesse de Du Guesclin* (M. V.); *Rayons d'hiver* (Claire Suillet); *Rêverie d'un jour de neige* (Paul Desjardins); *Contes Bouddhiques*—iv., *Le Nakoula* (Alice Chavannes); *Une famille dans le Nord, suite* (Agot Gjems-Selmer,

traduit du norvégien par E. Lobstein); *Les papiers du maître d'école* (Pierre Rosegger).

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Those of our members who are interested in phonetics should write to Professor J. Geddes, Junior, Boston University, Mass., for a circular inviting opinions on a proposed International Phonetic Conference. This conference would consider the adoption of a universal alphabet to serve as a pronouncing key in dictionaries. A sum of £2,000 is needed to enable scholars from all countries to attend; it should not be difficult to raise this in the United States. The alphabet of the *Association internationale phonétique* would probably be the basis of the proposed new alphabet.

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In our next issue we propose to start a discussion column, which Mr. Kirkman has kindly consented to manage. The first subject will be 'The Use and Abuse of Conversation in Modern Language Instruction.' Many teachers have valuable views on the importance of conversation, and we trust they will help towards a good and vigorous discussion.

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Information has reached us that representatives of a certain *Société Littéraire*, formerly of 57 and 58, Chancery Lane, now of 4, Featherstone Buildings, Holborn, have stated that there is a connection between this *Société* and the Modern Language Association. This is not true; and we find it necessary to warn our members against believing any such statement. We should be glad if 'Roland Weldon,' who figures as chairman of this *Société*, would send us a letter; it might be a little difficult, for we are told that there is really no 'Roland Weldon.' Altogether, we view the *Société Littéraire* with considerable suspicion.

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As we go to press we hear of the appointment of Mr. Cloudesley Brereton to an inspectorship in Modern Languages under the London County Council. In the name of our Association, of which he has long been a valued member, we offer him our sincere congratulations.

EDITORIAL NOTE.

Nos. 5 to 8 (6d. each) of MODERN LANGUAGE TEACHING will be issued in July, October, November, and December respectively. The annual subscription is 4s. The journal is sent to all Members of the Modern Language Association who have paid their subscription (10s. 6d.) for the current year. Applications for membership should be addressed to the Hon. Secretary, Dr. E. R. Edwards, Adswood, Church End, Finchley, London, N.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 72, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. E. R. Edwards, F. B. Kirkman, E. L. Milner-Barry, and A. Somerville.

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MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

F. B. KIRKMAN, E. R. EDWARDS, E. L. MILNER-BARRY AND A. SOMERVILLE

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THE STANDARD ENGLISH OF THE TWENTIETH CENTURY.

STANDARD English, notwithstanding its title, has never been quite a fixed and immovable thing. Its various manifestations are not even varying approximations to a fixed ideal; for this ideal is not constant from place to place, and still less from age to age. But there was probably never a time in the history of the language when there was a more considerable and widespread consensus about the pronunciation of educated English than in the early part of the nineteenth century. The influence of London example was quite paramount. Outside the professional classes, the provinces still spoke dialect; and the professional classes were held to the London standard by their close social connections with London and the Southern Universities. There was no large body of cultured people, and no firm mass of educated speech, outside of London, which could at all aspire to put forward a standard English pronunciation. America and the colonies accepted, contentedly at first, the same position; and Boston, in fact, continued, for some time after the political separation, to follow the phonetic changes of London.

This state of things was in one way a happy one. London usage might change, but that practically mattered very little during the time when all the other English usage was ready to change with it. Educated Englishmen, if contemporary, all still spoke one same speech. But there are two powerful causes which since that time have been progressively undermining the once unquestioned authority of London English, and have now brought into view the question whether a standard English really exists, or ever will exist again.

This is not at all an idle question,

but has a vital bearing on the unity of the language, and on its future power to unite and bless the English-speaking race. I attacked this question first of all in a note on 'Standard English' in *Die Neueren Sprachen*, April, 1894, then in an article in the *Westminster Review* for March, 1897, entitled, 'Can the English Tongue be Preserved?' And in April, 1899, I published, at Viëtor's request, my *Northern English*, an account of the educated English currently spoken between the latitudes of Leicester and Durham.

The two causes which are destroying any present possibility of a universal standard English are (1) the growth of other centres of English culture than London sufficiently self-contained not to mind much what London practice may be; and (2) the very untoward mobility of the London pronunciation. Both these causes and their effects have become much clearer in the few years since I last wrote on this subject; and they show that my fears for the unity of the language were quite justified.

Nothing could illustrate better the first of these two causes than the words of George Hempl, the Professor of English in the University of Michigan, in his presidential address, December, 1903, to the Modern Language Association of America. He speaks as follows:

'No teacher is warranted in trying to get his pupils to speak the English of another part of the English-speaking world. Because the vowel in *past, after, path*, etc., has come to be like that in *father* in Southern England and in a small part of our Atlantic seaboard, that is no reason why the rest of the English-speaking world should be taught to be ashamed of its usage, and try to change it.'

And Professor Hempl is no exception. American phonetic writers no longer take any account of English usage in matters of pronunciation.

The second cause of London speech becoming conspicuously local, instead of supreme, is its free adoption of many phonetic innovations, which other English-speaking regions do not desire and will not follow. As a Northern Englishman, I would not at all mind paraphrasing Professor Hempl's declaration, by maintaining my right to teach the undiphthongized long vowels instead of the new Southern *ij, uw, ou*, etc., and in giving some recognition to final *r*.

But in these matters it is not the North which is deserting London; it is London which has deserted the North, as well as most of its other protégés. London popular writers make strange mistakes in this matter. The *Daily Mail* said once that Mr. Gladstone had a 'Northern' accent. The statement was a new one, and perfectly groundless. Mr. Gladstone's English was just that which the English of Oxford and of London society was in the days of his youth. It was only London which had changed, not Mr. Gladstone. Educated Northern English is mainly London English of a former day, which its owner's ancestor took

MODERN LANGUAGE ASSOCIATION.

Communications intended for the Hon. Secretary should no longer be sent to Dr. Edwards, who has resigned the post, but to

MR. W. O. BRIGSTOCKE,
31, CORNWALL ROAD,
WESTBOURNE PARK,
LONDON, W.

bodily in exchange for his local dialect. In Liverpool educated English I do not find the slightest trace of the Lancashire dialect, but Liverpool is rather an exception; it drew its labouring classes indiscriminately from Ireland, Wales, Scotland, Lancashire, and Cheshire, and up to now these elements simply conflict, and prevent the formation of any underlying and permeating form of speech, such as the vulgar dialect of the humbler citizens in London.

London will, of course, always lead a very large and influential section of the English-speaking world. It will certainly lead the home counties, and that important class of Englishmen who in all parts of the world are closely connected by social ties with the London area. Secondary teachers, as a class, incline rather to the London standard. But primary teachers, as a class, are more impartial, and their association in their training colleges makes them a force in favour of compromise and unity.

But other forces tend in the contrary direction. The founding of new Universities in the North tends to give energy and definiteness and considerable independence to certain areas of culture within the kingdom. In Edinburgh this process is complete. Edinburgh society has its own form of standard English, which differs chiefly in the same direction as Northern, but differs more widely.

Within the kingdom our position is rapidly approximating to that of Germany, though from a different direction. The speech-movement with us is at present centrifugal; in Germany it is rather centripetal. But for that very reason they approach, and it is interesting to us to take note of what Germany is doing about standard German. No German city has ever attained the control over national pronunciation which Paris and London have attained, and any attempt to realize such a thing would manifestly be futile. The German reformers, therefore, headed by Viëtor, are endeavouring to procure the acceptance of stage-German as the standard, with very fair prospects of success. Some day we may have to do the same, and in any case our national unity and intercourse is such that a split of the language is impossible.

But outside the kingdom the signs of cleavage are becoming continually more visible, whilst every means of re-approximation remains invisible. A region which changes its sounds seldom, if ever, retraces its steps. The change is not intentional; it is almost independent of the will, and is almost unamenable to human will to alter it; and the effects of alteration are cumulative.

There is an older language and civilization than ours which has passed through a similar crisis, and has dealt with it. Chinese pronunciation is regional, and the regions are unintelligible to each other. But the Imperial Government compels every Chinese student to learn and speak the Mandarin dialect, which is therefore understood all over China.

No European government has yet

imposed compulsory pronunciation, but both the French and German governments are occupying themselves with the next-door subject of spelling. Compulsory education gives a means of coping with phonetic change which the world never possessed before, and to that extent invalidates the induction, immense as it is, which phoneticians make, as to the inevitability and invincibility of sound-change.

At present compulsory pronunciation is not within the sphere of practical politics; but what, after all, is civilization but the progressive subjection of individual caprice to the deliberate will of the community, and why should speech remain the only exception? This extension of the reign of law is a process much more invincible than sound-change. It has never ceased since the origin of human society; for law itself was not law to begin with, it was only custom.

But to conclude, I fear that the standard of good English will be found to vary very much locally before the end of the twentieth century; but then perhaps reaction will set in, and, aided by international legislation, will preserve a mutually comprehended language for the English-speaking world.

R. J. Lloyd.

FRENCH METHODS OF TEACHING.*

The subject of French methods of teaching is one of special interest to many of us at the present time. We feel that the French possess many qualities in which we are wanting, and that contact with them is perhaps more necessary for the Anglo-Saxon type of mind than even association with the German genius, with its greater similarity and nearer kinship. For the very reason that we are so different, we stand especially in need of one another, and should be mutually complementary. There is something in a really good French thing, whether it be a salad, a gown, an automobile, a salutation, a witticism, or a lecture, which makes a Briton despair unless he is hopelessly insular, but it is the despair of a divine discontent which makes a man aim at what he knows is unattainable, and so, perchance, rise higher than those whose reach does not exceed their grasp.

Much of the ground that we are going over to-day is familiar to all who have visited France. But there are some things which can be said many times, which even, perhaps, need to be said repeatedly, and surely one of those things is how much we British have to learn in the way of form in its widest sense from our French neighbours. Their power of systemization, their limpidity and precision of expression, their admirable logical power, their

* This paper was read at the Annual Meeting of the Scottish Modern Languages Association on June 3, 1905.

habit of always proceeding from the known to the unknown, their faculty of marshalling all means with a view to a clearly conceived and defined end—all this, as I think Matthew Arnold pointed out, makes acquaintance with them of the greatest value to ourselves, and tends surely to put them in the front rank as teachers, and, like their sunny land, throws our mistier, if profounder, qualities into the shade.

It is with the form of French teaching rather than the matter that we are concerned to-day, and chiefly with French methods of teaching foreign languages. With this side of things it is most interesting to compare their methods of teaching their own language both to their own rising generation and also to foreigners. With regard to her teaching of foreign languages, France, as has been frequently the case, from being behind other nations, has suddenly bounded to the foremost rank. Many tales are told of her former indifference to the training and mental equipment of her professors of modern languages. M. Charles, now German examiner in the military college at Saint Cyr, tells how fifty years ago he was taught by a German sergeant-major in the foreign legion stationed at Nîmes, who was borrowed by the University to teach his mother-tongue at four hundred francs a year. M. Bréal relates how many Polish refugees settled in Paris after the Revolution of 1830, and how, when one of them was offered a chair of German by the Minister of Public Instruction, he replied regretfully that he knew no German. The Minister, however, insisted that every Pole must know German. 'Mais laissez donc! vous en savez toujours assez!' and so he was installed, and for fifteen years taught—Polish, to the satisfaction of all, until an inspector came who happened to know German.

Those days are far away. There have long been severe tests for those aiming at modern language teaching in France—long courses of study, compulsory residence abroad, 'bourses de voyage' for the ablest, and, finally, written and oral examinations of great difficulty at the University. The opinion grew and has been maintained that a foreign tongue can be best imparted to French pupils by a French teacher; the discipline is better and the scholastic results are better, the professor knowing more exactly than a foreigner could the predispositions, both moral and physiological, of his young fellow-countrymen.

But after a time dissatisfaction again arose, for an entirely different reason. Modern languages were now taught on the same plan as the classical tongues. Lectures were given in French, dealing with Goethe and Shakespeare; the programme from the beginning was *grammaire*, *récitation*, *auteur*, *thème*, *version*, with the result that pupils could not even take a ticket for themselves in English or German, and some scholars who had written learned treatises on Chaucer

and Milton found themselves quite unable to establish any system of communication with London policemen, in spite of all the goodwill of that estimable, not to say angelic, body of men.

Great discontent began to be expressed on all sides at the poverty of the results. 'Une bonne aurait mieux fait,' said many. No doubt; but that was just what these professors had no intention of becoming—nurses, or even *répétiteurs*. They had the dignity of their position to maintain as members of a learned profession on a par with the best; they insisted on the value of their subject as a means of culture equal to the study of the ancient tongues. They asserted that its usefulness lay not in its direct applicability, but in the mental training it gave. Mathematics are taught at the lycée, but there are special schools later to form the officer and the engineer. So with the modern spoken language: it must be acquired by residence in the country. Moreover, said those whom we may call in French fashion the Right, we desire to give, not the knowledge which may be acquired in a few months by any commercial traveller or waiter, but the power of following the thought of the greatest minds, whose works have been consecrated by universal admiration.

While one cannot help sympathizing with this view when it represents the sincere attitude of those who desire the deepest and widest culture for their pupils, it is hard to resist a suspicion that such arguments were often used, both here and in France, as a shield to cover weak points in the intellectual armour—weaknesses in accent, conversational power, the versatility and flexibility necessary for the more direct method. The 'classical' method had certainly deplorable results so far as they could be gauged: examiners protested that after ten years' study nothing seemed to be known of the spoken tongue; parents complained after their kind in less measured terms; in fact, the reform in language teaching is largely owing to the efforts and representations of the *père de famille*. The result of all the agitation was that where other educational authorities would have picked and patched the old system, the French, with the devotion to ideals which causes their reforms in government and religion, as well as in education, sometimes to outrun public opinion, determined to revolutionize the teaching of modern languages in their State schools from the bottom upwards; to banish, at least in the earlier stages, the 'literary preoccupation' which they felt had been their bane; and to make their object, in the words of the circular of November 15, 1901, 'the complete and effective possession of the spoken tongue.' A child of three has effective if not complete possession of his mother-tongue. His vocabulary is very restricted, but he can carry on effective communication with those around him.

But the child is learning in every waking moment. How is the same result to be obtained in the space of two hours a week? The first thing was the reform of the time-table. This great move was chiefly owing to M. Leygues, the then Minister of Public Instruction. A circular was issued in October, 1902, in which the two hours a week were increased to five in the first four classes in which English is taught. The Reform, therefore, has only been introduced into three classes at present, this being only the third *année scolaire* in which it has been at work. Let us go into a class-room and see some of the results in one of the large Parisian Lycées de Jeunes Filles. It is April, and the children, girls of from eight to ten years of age, began English in the previous October. They have never seen an English word written, at least at school, but they answer questions and converse with great fluency on a number of toys contributed by themselves to the common stock. The teacher is a lady who has spent two years in England, and holds the Certificat des Langues Vivantes of the Sorbonne. The children sing and recite nursery rhymes, suiting the action to the word and the word to the action. One with a specially good pronunciation comes forward as the pupil-teacher, asks questions of the others, writes sums on the board, using figures only, for the others to work in English. Throughout French teaching one notices this principle of using the pupils to instruct one another. 'Les meilleurs professeurs,' said one of them, 'sont ceux qui se déchargent d'une partie de leur besogne sur leurs élèves.' The mother-tongue is banished 'dans la mesure du possible.' The order of Nature is observed — speaking first, then reading, lastly writing.

What are the aims in the period devoted to speaking, often as long as two years? They are threefold, and all three 'en vue de l'usage': (1) To acquire the sound by constant practice; (2) to grasp the sense directly, without the intermediary of the mother-tongue; (3) to learn by practice the grammatical place of words.

1. The vocabulary is restricted to about one hundred very significant words, but they are repeated hundreds of times, till the physiological difficulty is overcome. This vocabulary of the lesson is pronounced so as to be clearly understood by all who know the words; the new habits of ear and vocal organs, the tonic accent, and the special intonation, are carefully insisted upon, the best pupil correcting the others.

2. Each word is associated directly with reality. The image of the thing itself is connected with the spoken word, the passage from the sound to the sense being made as rapid as possible. By banishing the mother-tongue, the special innervation of the vocal organs necessary for the French sound is avoided.

3. The pupil is taught to think

in phrases, never in isolated words. Great sureness is aimed at; nothing is left vague or hesitating. For the timid the repetition in chorus seems to be useful.

In the second year the pupils read, but the reading is prepared beforehand, the words being foreseen and introduced orally in previous lessons by the teacher. No written word is ever seen until its sound has been learnt. The phonetic symbols are not used, but M. Bréal advises acquaintance with the system and its principles.

After the second year the system changes, books and reading, with written exercises, taking the foremost place. But the habits acquired are still applied to the larger vocabulary, and oral and written reproduction of what is read is made the foundation of all the work.

Further than this the Reform Method has not yet had time to advance, but of course many enlightened teachers have long employed analogous methods at all stages of language teaching. Come into this class-room of girls of fourteen. The lesson is one of a course on Shakespeare's *Julius Cæsar*—in English, of course. The teacher, an *Agrégée d'Anglais*, sits at a raised desk—all French teachers understand that sitting is the right attitude for a teacher. The story has been given in outline, extracts have been read and explained, part has been dictated and learnt by heart. The girls answer intelligently, and even lengthily, questions on the plot and the characters, and it is evident that they have studied word-building. Here, as elsewhere, we notice the order—first, the example, or several examples, then the rule. A few lines are translated into French, great care being taken with the selection of words.

In the highest class the pupils are preparing for the École Normale de Sèvres, or Training College for Secondary Teachers. Here the old system of *thème*, *version*, *auteur*, etc., is still in vogue, but we notice even in these highest classes, and in those preparing for University examinations, how much the system of teaching by means of the pupils is followed. A pupil mounts the platform, and gives a literary or grammatical exposé, which is then criticised by the teacher. Or one undertakes the *explication du texte*, on which so much of French teaching hinges. Spontaneous reading is encouraged, and libraries formed for this purpose in connection with the different classes.

Of course, the Reform Method is concerned with the earlier stages in the study of a language. If we now go over to the Paris University, or Sorbonne, we shall find the classical method at work, since all who attend are supposed to have a sufficiently complete possession of the language in question. Here the peculiar French qualities of clearness and system are specially noticeable. English authors are translated, not into intelligible, but into perfect French, the students in turn taking their place, week by week, at the

professor's table, and translating and commenting on the work they are studying. On another day a student gives an exposé in English on some literary subject connected with the authors for the year. This is criticised in English by the professor, who seems to be an encyclopædia of English learning. The impression conveyed is that of the great seriousness and thoroughness of the work. The old forms of the language are perhaps less studied than at the British Universities, but the modern language is acquired so completely, both from a conversational and a literary point of view, that it is often difficult to realize that the students are French.

But if we wish to grasp the peculiar excellences of French teaching, we must not stop short at their teaching of foreign languages. It is particularly in the teaching of their own beautiful language, both to their own children and to foreigners, that their qualities appear. The criterion seems to be, not how much a pupil knows, but how his knowledge leaves him, how it has fitted him to read and judge for himself, whether his critical sense is awakened, and if he has learnt to express what he feels intelligently and clearly. It is impossible to do more than touch on these points, and on the great profit the English student reaps from learning the French way of looking at things. The advantage will not be all on one side. The French are realizing the value of originality, of individual initiative and enterprise, of the cultivation of the qualities which make good colonizers and good organizers, and the result of English influence is seen in such institutions as the Lycée Lakanal and the Collège de Normandie. And we on our side are learning the value of clearness and system, of general ideas, of looking at things as wholes, of subordinating the contingent to the essential. At the same time we cannot fail to be growing in admiration and cordiality towards our nearest neighbours, with whom our history and our fortunes always have been, and surely always will be, closely connected.

Miss F. C. Johnson,
M.A. (Lond.).

THE TEACHING OF FRENCH COMPOSITION IN MIDDLE AND UPPER FORMS.

So much has been written and said of late about French teaching on the newer or 'reform' methods, and so little has been mentioned about the survivals of the old method, that we are apt to think that those portions of the ways of teaching which the 'reformers' have not attacked are therefore free from blame and incapable of improvement. We are all now agreed that a living language must be taught by the ear first, and by the eye afterwards; that translation in the early

stages of modern language teaching must be used as little as possible, and only as a means to an end. We likewise insist on correctness of pronunciation, whether acquired by phonetics or otherwise, and we are agreed that grammar is to be taught inductively—*i.e.*, that example shall come before precept.

Now, all reformers will go a step further, and admit that there comes a time when the translation from and into the mother tongue has its value, and must absorb a certain amount of the time devoted to the modern language by the young student. The question of translation from the foreign language into English presents few if any difficulties so far as method is concerned. But when we come to translating from the mother tongue into the foreign language, it is then that the difficulties arise. So far as I know, nothing conclusive has been written on the subject, from which one is led to infer that there is here no need to depart from the methods that were in vogue before this great movement for reform manifested itself. And yet how many of us can say that we were taught to write French or German prose on sound scientific lines?

I do not purpose to deal here with the beginnings of the teaching of translation from English into French, generally known as French composition. My work and my ideas on the subject are only in the experimental stage, and I do not feel that I am treading on firm ground. I am concerned here with work at a more advanced stage, and though I have nothing new or startling to say, yet there are perhaps some to whom these hints may be of interest.

In the first place, I have come to the conclusion that the teaching of French composition in most—I do not say the best—of our schools does not exist. To give a boy a book, named a French composition book by So-and-so, and to tell him to do Exercise 10 for Monday, to mark the mistakes in red ink, and to give him an α, β, or γ, is hardly teaching him French composition, although it may keep him out of other mischief. I have, during the last three years, been collecting information as to the teaching of French composition which my students at University College received at school, and I find that in over 75 per cent. of the cases this was the favourite method employed. The result cannot be very gratifying to their former teachers, and if any of these students can manage to write a decent piece of French prose, this power is evidently the outcome of circumstances far removed from their early teaching. Now, far be it from me to assert that good text-books of French composition do not exist. Indeed, I know of several that are good, both from the point of view of selection of material and of arrangement, though many of them are spoiled by the addition of a vocabulary. But to give a boy a piece of English to worry into French unaided and uncontrolled

save by his own lack of imagination, this is where the evil lies.

Quite apart from this, a great many of the pieces so often set for French composition are infinitely too difficult for young students. No youth entering a University should be expected to translate a piece of Macaulay or Burke into decent French. This is surely material for higher teaching; and yet many of our school composition books abound in extracts of this high standard.

In the early stages, I should strongly recommend that any composition that is done should consist of re-translation of passages based on the reader used by the pupils. At first they should practise re-translation pure and simple, until they have shown a firm grip of the elements of syntax. Then, instead of re-translation, passages may be given which contain the words with which they are familiar, but in a slightly different setting. Exercises of this kind are to be found in Mr. Siepmann's series (Macmillan), and other editors are wisely following this example. These books are only intended for fairly advanced students, but no teacher will find any difficulty in improvising passages for re-translation based on the reader he is using.

So much for material. As to method, there can be no doubt that, as a rule, work of this kind should be done in class, and by the class under the guidance of the teacher. Each pupil has his piece of English and his note-book before him, and the teacher or one of the class stands at the blackboard. One pupil is given the first sentence to translate. If he does it correctly, it is written on the blackboard, and here comes the chance to exercise the critical powers of the class. Though the translation of the sentence be correct grammatically, the teacher, or possibly another pupil, may be able to suggest some other word or construction which is more elegant.

If, on the other hand, the sentence is given wrong, it should be corrected, when possible, by the class, and never written on the blackboard till a correct rendering is given. This process is repeated till the piece is finished. The pupils, if they have not yet done so, can copy it out, and then, but not till then, should it be set as home-work.

Apart from the fact that in this way the number of mistakes so apt to become stereotyped is greatly reduced, it will be found that the composition hour, treated thus, will be enjoyed and looked forward to by the pupils. In my own experience I have found that this method has occasionally stimulated habitual 'slackers' out of their customary inertia.

After some time, when the pupils have acquired a fairly extended vocabulary, there is no reason why they should not be given easy unseen pieces to translate, provided these are not beyond their powers. They may be done in class in the way suggested above, or by the pupils unaided, as a test, or as a home-lesson, with the aid of a

dictionary. These pieces should, however, be carefully selected, and should be of a simple nature, consisting of narrative or conversational material, and I do not think it advisable to allow very much to be done by the pupils uncontrolled, until the teacher feels fairly certain that they are on firm ground. I may add, in conclusion, to what I have said, that side by side with this kind of work there should be ample teaching of free composition, either in the form of letter-writing, or the reproduction in French of some story which has been previously told or read to them.

W. G. HARTOG.

A VISIT TO A REFORM-GYMNASIUM.

ARRIVING in Karlsruhe just before the schools closed for the Easter holidays, I lost no time in calling on Dr. Waag, Oberschulrat of the Grand Duchy of Baden, whose acquaintance I had made some six years ago, when he went the round of the London Schools. Dr. Waag kindly introduced me to Director Treutlein of the Reform-Gymnasium, who, in spite of the pressure of work at the end of term, found time to attend to my wants, and received me with the greatest courtesy and consideration.

I ought, perhaps, to explain that in a Reform-Gymnasium the first language taught is generally French (though in some schools in North Germany English is chosen), and not Latin, as in the Gymnasium and Real-Gymnasium.

My request was to be allowed to be present at a lesson in French or English in one of the lowest, one of the middle, and one of the highest classes. I was first conducted to Unter-Quinta, where the boys had been learning French for a little over a year. When I had been provided with a seat, the order was given: 'Fermez les cahiers.' The copy-books were closed, the class repeating slowly and distinctly, 'Nous fermons les cahiers.' And at each order given the same thing was done; the master said to a boy, 'Lève-toi,' and the boy said 'Je me lève' as he stood up.

Reading-books were opened, and one after the other the boys read a sentence or two of a well-known story: 'Frédéric II. et son page.' Both in their reading and in their answering the boys showed an amazing degree of keenness, certainly a fault on the right side, though a little more deliberation would have improved the reading. Then the passage was re-read in the first person: 'Le roi aperçut . . .' became 'Moi, j'aperçus . . .' The passage was next translated into German, after which the books were closed, and questions were asked and answered in French. But French was not used entirely; when it came to a question of pure grammar, such as the rule for the agreement of the past participle, the question was put and answered in German.

At this point great use was made

of the blackboard. A boy who had said 'Elles sont venues' was invited to write it on the board; saying 'Je vais au tableau et j'écris,' he went to the board and wrote, and the questioning of the class went on meanwhile without interruption. When the boy had finished, the question came: 'Est-ce juste?' followed by the answer: 'Oui, monsieur, c'est juste.'

Two of Hölzel's wall-pictures were then brought forward, and boys came out one after the other and held forth on what was to be seen in them, correctly on the whole, but perhaps a little mechanically, though no doubt the stock of words and phrases acquired will prove of great value. All this time boys were writing on the board various short sentences arising out of what was going on.

Later I visited a parallel class to this, and found much the same style of teaching and the same keenness. The striking point about this class was that no fewer than eight boys were writing on the board at the same time. The master asked: 'Qui sait écrire une phrase commençant par *parce que?*' Three or four of the readiest rushed up at once, followed, long before they had finished, by others, till there were eight in all. Needless to say, the board was large and conveniently placed; it was divided into four strips by vertical lines, and one boy wrote on the upper and one on the lower part of each strip. Most of the sentences were faultless. When the boys had gone back to their places, the master pointed to a sentence; the boy who had written it stood up and read it aloud, till all had been taken. The last one to be taken impressed itself on my memory: 'Je buvais de la cruche, parce que j'avait de soif,' the perpetrator whereof looked mightily uncomfortable when he finally resumed his seat as the lesson closed.

I was also present at a French lesson in Ober-Tertia, conducted on much the same lines, and at an English lesson in Ober-Prima. The text-book used was *Coriolanus*. The master questioned the boys in English on the old lesson; then the new lesson was read and translated, and questions were asked on that, also in English, save that occasionally German was used to make quite sure that the meaning had been grasped. The boys showed considerable command of English in answering the questions, and the pronunciation was, on the whole, distinctly good.

R. H. Allpress.

THE TEACHERS' GUILD HOLIDAY COURSE AT SANTANDER.

Some holiday courses are open to one rather serious criticism. If the place at which the course is held be at no great distance from London, the number of English students is sufficient to create an English atmosphere, and one of the main objects of the student, the breathing of the foreign life through every pore, is thereby rendered impossible.

The German holiday courses are probably less open to the above objection than those of France, and, in so far, realize more perfectly their object.

Last year's Spanish course at Santander was very free from the home atmosphere, and was, perhaps for that reason, almost ideal.

Three students only met at Señor Noval's classes, and so bent on business were they that they seldom exchanged a word of English, and generally avoided each other's society out of class time.

Not only was English banished by common consent, but circumstances obliged the students to speak more Spanish than they probably spoke English at home. The opportunity and necessity to speak were continuous.

The two hours we spent in the morning with Señor Noval—reading, conversing, and composition-correcting—were valuable indeed, but the regular lessons were but a small part of the real course, which began, out of class, early in the morning and lasted the whole day through.

In the boarding-houses, the Spanish boarders all considered it their duty to teach their language to the Inglés. They would, at all times of the day, come into his sitting-room and insist on putting their leisure and their Spanish at his disposal. If you proposed a stroll along the sea-front, a lounge at the nearest café, or a long walk in the country, volunteers to stroll and talk, lounge and talk, or walk and talk, were never wanting. So assiduous were your good friends that they made it difficult for you to attend to anything but Spanish conversation; you seldom had an opportunity to write a letter home. Get up ever so early and ever so stealthily, you could not escape the amiable vigilance of your teachers, who would troop in smilingly and insist on entertaining you. 'Never leave a stranger to his own dull society,' seems to be a rule of Spanish etiquette. Ideal conditions these for acquiring the language!

The school building at which the holiday classes were held on previous occasions was being used in August for a scholastic exhibition, the first of its kind ever held in Spain. Señor Fresnedo, the stirring spirit of Santander, by whose initiation all the work had been done, invited the English students to help in decorating the rooms and to make themselves generally useful. Here was another opportunity to learn more Spanish and, what was better still, to make the acquaintance of many *confrères*, some of whom came from very remote parts of the province.

We were invited to be present on Opening Day, and we were glad of the opportunity to hear the speeches. The flights of eloquence of the orators we found, however, more easy to follow in the local papers on the following morning!

Excursions to places of interest in the province were organized by the ubiquitous Señor Fresnedo, than whom no better-informed and interesting guide could be found.

A journey on the top of a Spanish diligence is an essential part of the education of a student of Spain. The vituperative terminology of the driver of a five-in-hand is alone worthy of study. Moreover, the roads are, after rain, rather rotten, so that swinging along, in and out of the deep ruts, is most exhilarating to those who are on the roof of the vehicle. We forgot to ascertain whether our diligence was provided with springs; if it were, their strength reflects the greatest credit upon their makers.

Putting up at a wayside inn was like a chapter out of Ford, travellers, innkeeper and family, all sleeping in the same large room or in *alcobas* partitioned off by light glass doors.

A student who wishes to prolong the course on the return journey to England may book a passage on a Spanish cargo steamer bound for Cardiff, Middlesborough, or Rotterdam. There will probably be no other passenger on board, no English is spoken, the accommodation is good and the food excellent. The captain and officers, after the first meal, make it their duty to be chatty and interesting, so that the three, four, or five days at sea are a delightful continuation of a most profitable Spanish course.

FRANK R. ROBERT.

MODERN LANGUAGE ASSOCIATION.

THE forty-fifth meeting of the Executive Committee was held at the College of Preceptors on May 27, 1905. There were present: The Chairman of Committee (Mr. Storr), Miss Partington, and Messrs. Allpress, Eve, Greg, Twentyman, the Hon. Treasurer (Mr. Payen-Payne), the Hon. Secretary (Dr. Edwards).

The following new members were elected: John Russell, M.A., Headmaster, King Alfred's School, Hampstead; A. R. Florian, M.A., Manchester Grammar School; Miss Alice Dodgson, B.A., Lycée de Jeunes Filles, Lyons; F. Bullock, County Education Offices, Stafford.

Easter Meeting.—Mr. TWENTYMAN made a statement giving the reasons for the postponement of the Easter Meeting. It was resolved that a meeting should be arranged, and consideration of the matter was postponed until after the long vacation.

The Hon. Secretaryship.—Mr. W. Osborne Brigstocke was elected Hon. Secretary in succession to Dr. Edwards, resigned. A vote of thanks to Dr. Edwards was passed.

German Teachers' Society.—The CHAIRMAN read a letter from Professor Robertson, who, on behalf of the German Teachers' Society, asked the Modern Language Association to appoint two members of Committee. Messrs. Milner-Barry and Somerville were elected.

Guarantee Fund.—It was agreed that a notice should be sent to all

members of the Association, to give them an opportunity of contributing, if they should desire to do so, to the Guarantee Fund in connection with the *Modern Language Quarterly*.

Draft Agreement between the Cambridge Press and the Association.—A draft agreement with the Cambridge Press in the matter of the publication of the *Modern Language Quarterly* was considered. It was decided to consult expert opinion before accepting the agreement.

Communications intended for the Hon. Secretary should no longer be sent to Dr. Edwards, who has resigned the post, but to

MR. W. O. BRIGSTOCKE,
31, Cornwall Road,
Westbourne Park,
London, W.

SCOTTISH MODERN LANGUAGES ASSOCIATION.

THE summer meeting of this Association was held in the High School, Dunfermline, on Saturday, June 3. In the unavoidable absence of Mr. Charles Martin, of Glasgow University, President of the Association, the chair was taken by the Vice-president, Miss Bessie H. A. Robson, M.A., of George Watson's Ladies' College, Edinburgh.

Before the commencement of the business, Dr. Ross, chairman of the Carnegie Dunfermline Trust, offered a hearty welcome to the Association. He hoped that this the first visit of the Association to Dunfermline would not be the last, but might prove the beginning of a series of such visits. He went on to explain the aims and objects of the Trust over which he presided, and told what it had already accomplished in the way of providing parks and recreation-grounds, baths and a gymnasium, as well as means of acquiring skill in the fine arts and in industrial and technical pursuits, to all who were willing to take advantage of the opportunities. He looked forward to seeing Dunfermline become a great educational centre, to which learned bodies would resort for the purpose of gaining and diffusing light.

Miss F. C. Johnson, M.A. (London), of George Watson's Ladies' College, Edinburgh, read a paper on French methods of teaching.*

Professor Kirkpatrick, of Edinburgh University, gave the meeting important information regarding the vacation courses to be held in the University of Edinburgh in the month of August. He said that the courses promised to be most successful, as already a great number of applications had been received from intending students, but he asked the members present to use every effort in making the fact known that these courses were to be held. He drew attention to the list of names of distinguished scholars who were to lecture or give practical teaching in Edinburgh

* This paper is reprinted on p. 134 *et seq.*

in August, mentioning Professors Morillot, Jeanroy, Passy, Viëtor, and Henry Sweet. He spoke of the advantage and pleasure to be gained by listening to recitations and readings by *artistes* such as Mlle de Nys and Fräulein Faber, and of the importance of the certificates to be granted by the Vacation Course's Council, which would be recognised by the Scottish Education Department.

The committee appointed at the last meeting to consider the advisability of having foreign text-books annotated in the foreign language reported unanimously in favour of the proposal. The lines suggested were those followed by Teubner in the edition of French and English text-books for German schools, as in the case of the *Avare* recently published. The annotations of this series, which was edited by Walter and Dörr, Frankfurt am Main, and by Junker, Hamburg, were prepared by a foreigner and a native acting in collaboration, the foreigner being mainly responsible for the accuracy of the notes and for the idiomatic character of the style in which they were expressed, while the native collaborator secured that they should be adapted to the wants of the pupils. The Association approved of the report, and, on the motion of Mr. C. D. Campbell, the Secretary, seconded by Mr. D. Mackay, M.A., of Ayr Academy, reappointed the committee, with instructions to endeavour to induce some publisher to undertake such a series, on condition, however, that the Association should not be responsible for it.

The members thereafter, under the guidance of Dr. Ross, visited the Pittencrieff Park and the splendid baths and gymnasium provided for the people of Dunfermline by the Carnegie Trust.

THE KING ALFRED SCHOOL SOCIETY.

On Tuesday evening, May 16, a meeting was held at the Society's Hampstead School (24, Ellerdale Road) to discuss 'The Application of Pestalozzian Principles to the Teaching of Modern Languages.' Mr. A. Kahn (University College) occupied the chair. In opening the discussion, Mrs. L. C. Miall showed how Pestalozzi's general principles applied to the teaching of modern languages. It was most important, she said, that the first two years of a child's introduction to a new language should be occupied in the formation of those habits which incline to the acquisition of every spoken language. The first was the habit of listening intently for variation in sounds, the next that of rapid and correct imitation, and side by side with these that of close observation. Close observation rendered the child quick to perceive changes in either the spoken or the written word, and

gradually led him to formulate for himself the grammatical rules of the language. In addition to these, it was necessary to cultivate the habit of finding out the meaning of the text by the study and understanding of the essential parts of words, the meaning of syllables, etc., and to discourage in every way the constant use of a vocabulary. Mr. F. B. Kirkman, Mlle Paquier, M. Thémoin, Mr. Russell, Professor Spiers, and others, took part in the subsequent discussion. This centred chiefly in the question of translation, and the extent to which it was possible and advisable to avoid the use of native words in making clear the meaning of a foreign language. The general opinion was in favour of discouraging the habit of translation, though its use was admitted as the only way of insuring that the meaning of a word or an idiomatic phrase had been correctly grasped.

REVIEWS.

Trafalgar. By BENITO PÉREZ GALDÓS. Edited, with Notes and Introduction by F. A. KIRKPATRICK, M.A. Pitt Press Series. Cambridge University Press.

EVERY Student of Spanish will welcome this addition to the Pitt Press Series of Spanish Classics. The centenary of Trafalgar is indeed a seasonable time for the appearance of this book, which, though not a history, helps us to realize, as a more historical work would not do, how unwilling Spain was to join France against England, and yet how valiantly she fought for her unpopular ally. The story is fascinating in spite of digressions, in spite also of old Malespina's unaccountable exaggerations.

Of the editing we cannot speak too highly. Not a difficulty of the text has been passed over, not an allusion left unexplained. So complete are the notes that even an elementary student may work his way through the book without much trouble.

We hope that *Trafalgar*, as well as *Los Ladrones de Asturias*, will induce many to become students of Spanish and of Spain; we can assure them that "therein they will find their own reward." England and Spain have many common interests, and owe much to each other, and we hope that the words of Gabrielillo may, before long, come true of the old foes of Trafalgar:

'Llegará un día en que se abrazarán.'

R.

* * *

Der Sprachunterricht muss umkehren! Ein Beitrag zur Überbürdungsfrage von Quousque Tandem. (Wilhelm Viëtor.) Dritte Auflage. Leipzig, Reisland, 1905.

TWENTY-THREE years have gone by since Professor Viëtor issued the pamphlet which marks the beginning of a new epoch in modern language teaching. It was re-

printed in 1886, and now the third edition has appeared—'Durch Anmerkungen erweitert.'

It was only natural that some of the strictures on the methods in vogue in 1882 should have lost much of their force in 1905, and the author should wish to express his opinions on the developments that have taken place and on some questions which are still being debated. The contention of the reformers that attention must be given to the pronunciation in the early stages of modern language teaching has been generally accepted, though it is still necessary to point out that imitation alone cannot be relied upon, however pure the teacher's pronunciation may be. The conviction is growing that the teacher must have some training in phonetics. It may be left to his discretion whether the pupils employ a phonetic transcription.

That grammar should be taught inductively is also a recommendation that has been acted upon with excellent results, and recent examination papers show a distinct advance in this respect. It is becoming more common to have questions in applied grammar, and we may even hope that our classical colleagues will take a leaf out of our book in this respect. The publication of several grammars written in French for English pupils serves to show in what direction the wind is blowing. The same may be said of the growing use of the little Larousse. The danger of encouraging the young pupils to handle a bilingual dictionary is slowly but surely being realized.

This leads us on to the question of translation, the proper place of which is still being hotly debated. Viëtor has said that translation from the mother tongue into the foreign language is not to be attempted at school. In the early stages the objects which it serves can be attained more profitably by other means; in the advanced stages it is employed by many, and, indeed, necessitated by our examination requirements. It is of great interest to see how Viëtor thinks about this matter now. Has he withdrawn from his position? The following passage shows clearly that he sticks to his guns. It also contains his comments on recent educational legislation in Prussia:

'Mit dem Übersetzen in die fremde Sprache ist es ein anderes Ding. Es ist eine Aufgabe, die nach meiner Erfahrung über die Kräfte mindestens der Schüler, auch auf der Oberstufe, hinausgeht. Man täuscht sich in der Regel über ihre Schwierigkeit, weil man sich in dem *circulus vitiosus* der "Übungen" mit "Schlüssel" bewegt oder es versäumt, das aufrichtige Urteil eines gebildeten Ausländers über die jeweilige Leistung anzurufen. Bedenken wir doch, wie schwer es uns ist, in die eigene Sprache gut, ja nur richtig, zu übersetzen, wie wir uns oft vergeblich bemühen, aus dem Übersetzungsdeutsch eines Ausländers wirkliches Deutsch zu machen. Was ist von einer Übersetzung zu erwarten, bei der dem Übersetzer das Korrektiv zum wenigsten des Stilgefühls noch fehlt? Freilich—auch aus Fehlern wird gelernt; jedoch nur, wenn sie uns als solche zum Bewusst-

sein kommen. Es bedarf also strenger Kontrolle. Und selbst dann fragt es sich, ob die schliessliche Richtigstellung den Eindruck des früheren Fehlers verwischt. Viel sicherer ist der Weg des Beobachtens und Nachahmens zuverlässiger Muster. Er führt am letzten Ende, wenn auch jenseits der Schule erst, zu jener Beherrschung, der auch das Übersetzen in die fremde Sprache als schwierigste Probe gelingt. Was die preussischen Verfügungen in dieser wichtigen Frage des Übersetzens bestimmen, scheint aus der Rücksicht auf das Vorhandene (und zur Zeit Erreichbare) und aus dem Wunsche der Besserung gemischt. Für das Lateinische wird eine "auf klarer Einsicht in die sprachliche Form beruhende gute deutsche Übersetzung" als erste Hauptsache bei der Lektüre genannt und ihre Bedeutung dann wiederum hervorgehoben. Durch die gemeinsame Feststellung in der Klasse werde "am wirksamsten der Benutzung gedruckter Übersetzungen vorgebeugt." Für die neueren Sprachen sind "Versuche, an die Stelle der Übersetzung in gutes Deutsch zeitweise eine Besprechung des Textes in der fremden Sprache selbst treten zu lassen" nicht ausgeschlossen, können aber begreiflicherweise "nur so weit zugelassen werden, als die Sicherheit des Lehrers und die Entwickelung der Schüler auch bei diesem Verfahren die völlige Erschliessung des Gedankeninhaltes gewährleisten." Nach der Ordnung der Reifeprüfungen werden "in den fremden Sprachen" (also auch den neueren) Abschnitte "zum Übersetzen vorgelegt." Es bleibt daher fürs erste wesentlich beim Alten, was aus den durch die Lehrpläne angedeuteten Gründen vielleicht noch unvermeidlich ist. Wir dürfen uns des Zugeständnisses immerhin freuen und des Fortschritts gewärtig sein. (Zu der Benutzung gedruckter Übersetzungen beiläufig noch dies: Wo nicht mündlich übersetzt, sondern der Text in der fremden Sprache behandelt wird, ist der Benutzung der gedruckten Übersetzungen nicht sowohl vorgebeugt als auch ihr ein nur legitimer Anteil an der Arbeit gesichert, was ich für das einzig Richtige halte. Sind doch auch nach den Lehrplänen bei der Durchnahme grösserer griechischer Dichtwerke, wenn auch "behufs Ergänzung des in der Ursprache Gelesenen" "von dem Lehrer gute Übersetzungen heranzuziehen"). Das schriftliche Übersetzen in die fremde Sprache herrscht bei Latein und Griechisch nach den "Lehrplänen" noch durchaus. Für Französisch und Englisch sind Zugeständnis und Einschränkung bezüglich der "Hin"-Übersetzung und der freien Arbeit ähnlich wie bei der "Her"-Übersetzung und der fremdsprachlichen Behandlung der Lektüre; wie denn auch für die Reifeprüfungen die schriftliche Übersetzung in die fremde Sprache teils unbedingt, teils bedingt noch vorgeschrieben ist. Auch hier heisst es also Geduld haben.'

Yes, patience is necessary; the Germans legislate cautiously in education. The reformers, however, may point with some satisfaction to the concessions which have been made. Nothing, indeed, is more instructive than to see how their ideas have been making their way.

There are some further points in Viëtor's 'Anmerkungen' which will interest our readers; indeed, those who are following the developments of modern language teaching should read them all. We have space only for a few.

In discussing the fallacy of the 'logical' training derived from grammar, he remarks *inter alia*:

'Was soll der Schüler z.B. an Logik lernen, wenn er erfährt und sich einprägt, dass Roma im Genitiv und ebenso im Dativ Romae heisst, oder auch, dass auf die Frage wo? der Genitiv Romae, bei dem pluralen Athenae aber der Ablativ Athenis am Platze ist?'

Referring to the 'vermittelnde Methode,' he expresses his dislike for lukewarm compromises:

'Ich gestehe, dass ich in dieser Vermittlung viel mehr Altes als Neues finde. Statt der fremden Einzelsätze hinter den Regeln haben wir vor ihnen ein zusammenhängendes Stück, das aber so grammatisch-methodisch ist wie die früheren Sätze. Die zugehörigen deutschen Stücke sind der gleichen Natur. Mit den Vokabeln ist es wie sonst.'

Viëtor speaks very strongly on the harm done by setting the wrong kind of home-work. He is convinced that dishonest work is extremely common. It would naturally be difficult to prove that our house is in better order, though I venture to think that the use of cribs and other helps is not the rule with us, though it can hardly be called exceptional.

'Ich habe diesem Punkt fortgesetzte Aufmerksamkeit gewidmet und stehe nicht an, zu behaupten, dass der Gebrauch unerlaubter Mittel bei der Anfertigung häuslicher Arbeiten (freilich auch der in Anm. 19 besprochenen Extemporalien) die Regel, die selbständige Erledigung die Ausnahme bildet. Exerzitien, Aufsätze, mathematische u. a. Aufgaben: das alles wird—ich wiederhole—fast selbstverständlich aus dem gedruckten "Schlüssel" oder sonstiger Vorlage abgeschrieben, zum allermindesten mit fremder Hilfe verfasst. Den in der Praxis stehenden Kollegen, die mit dem Haus wie mit der Schule Fühlung haben, glaube ich hiermit keineswegs Neues zu sagen. Bei der zu langen täglichen Schulzeit und dem zu hohen Masse häuslicher Aufgaben sind den unehrlichen Schülern mildernde Umstände in Anrechnung zu bringen. Aber deshalb schreit dies wie eine Seuche grassierende Übel nicht minder dringend nach Abhilfe. Auch vor dem radikalsten der Mittel, dem völligen Verzicht auf die häusliche schriftliche Arbeit, dürfte man angesichts des ungeheuren moralischen Schadens um so weniger zurückschrecken, als kein sachlicher Gewinn ihm irgend die Wage hält. Manches wäre schon gebessert, stände nicht die "allgemeine Bemerkung" 5a) der preussischen Lehrpläne von 1901 zum grossen Teil doch nur auf dem Papier: "Alle Hausarbeiten dienen lediglich entweder der Anleitung zu Ordnung und Sauberkeit (Reinschriften) oder der Aneignung des unentbehrlichen Gedächtnisstoffes und der Befestigung des Gelernten oder der Erziehung zur selbständigen geistigen Tätigkeit," und liesse nicht eben diese letzte Wendung die Möglichkeit allzuweiter Interpretation im hergebrachten Sinne. Die Punkte (*c*) bis (*e*) geben richtige Fingerzeige: insbesondere (*c*): "Ein nicht unerheblicher Teil dessen, was früher der schriftlichen Hausarbeit zufiel, kann bei richtiger methodischer Behandlung in die Schule verlegt werden," und (*d*): "Die nicht schriftliche Hausarbeit, soweit sie die Aneignung des unentbehrlichen Gedächtnisstoffes und die Befestigung des Gelernten betrifft, vereinfacht sich in demselben Masse, in welchem der gedächtnismässige Lernstoff auf allen Gebieten durch sorgfältige Sichtung gemindert und durch umsichtig geregelte Wiederholung dauernd gesichert wird. . . ." In beiderlei Hinsicht lässt sich m.E. noch beträchtlich weiter, ja, bis zur äussersten Konsequenz gehen. Sogar der deutsche Hausaufsatz, der nach allgemeiner Ansicht der "Erziehung zur selbständigen geistigen Tätigkeit" am besten dient, kann durch eine Schularbeit ersetzt oder durch die häusliche Vorbereitung auf einen freien Vortrag vor der Klasse vertreten werden. Was die "Aneignung des unentbehrlichen Gedächtnisstoffes" betrifft, so wüsste ich ausser dem Alphabet und den Zahlenkreisen nicht vieles zu nennen, was nicht besser durch die Übung als durch Auswendiglernen angeeignet würde, und die häusliche "Befestigung des Gelernten" hat schon manchen Fehler unausrottbar dem Gedächtnis eingeprägt.'

It is interesting to note that Viëtor thinks it would be best to make English the first foreign language, just as it has been maintained with some force that German would afford the best training for English children when they begin their first foreign language. It is not likely, however, that French will be ousted from the first place.

The mistake of introducing pupils prematurely to the masterpieces of foreign literatures is condemned in the following words:

'Wir können unserer Jugend die Meisterwerke der fremden Literatur nicht sicherer auf immer verleiden, als dadurch, dass wir sie zu deren Lektüre zwingen, ehe sie für die Erfassung des Gedanken- und Gefühlsinhalts wie der sprachlichen und künstlerischen Form reif geworden ist.'

Enough has been said and quoted to show how valuable this new edition is; and we conclude by sending our thanks and our greeting to the editor of our excellent contemporary, *Neuere Sprachen.*

W. R.

CORRESPONDENCE.

ORAL EXAMINATIONS.

To the Editor of MODERN LANGUAGE TEACHING.

SIR,—One of the greatest difficulties that at present beset the teacher of modern languages is how to procure for his pupils fluency in conversation, while at the same time satisfying the requirements of the examiners in translation, grammar, and composition. All the various examining bodies, from the Oxford and Cambridge Joint Board to the third-class College of Preceptors, require translation from French to English, a thing which is anathema to most of the apostles of reform in modern language teaching; a certain amount of grammar, in which the old Adam persists in re-appearing in the shape of questions on nouns with two plurals, and all the other monstrosities which ought to have been relegated by this time to the limbo of forgetfulness; a piece of English to be translated into French; and sometimes, as a sort of sop to Cerberus, a subject of free composition. That is to say, the work of the modern language teacher, so far from being lightened in any way, is increased by the demand that the magic word 'conversational' should be added to the word 'French' in the list of subjects in which the candidate has 'satisfied the examiner' and filled his proud parent's heart with joy. But my object is not to criticise examinations and examiners, but to throw out and ask for suggestions for a way to satisfy the requirements of the examinations both in oral and written work.

In the school in which I have worked for the last seven years, four periods a week (averaging forty-five minutes a period) are allotted to French; this, I believe, is rather above the average amount of time given to a modern language. In addition to the time in school, two preparations per week are allowed—one for reading, the other for writing. The examination taken is for the Junior or Senior Certificate of the Central Welsh Board. Now the C. W. B. is, as far as I know, so far in advance of all other examining bodies, that it allows us to send in an alternative scheme, which is accepted in lieu of their own syllabus, if, in their opinion, it is up to the standard. The teacher is thus enabled to choose an author which he thinks more suitable to the taste and age of the form he is taking, or more adapted for conversation than that selected by the Board. Candidates, if they like,

can be entered for purely unseen translation.

In order to prepare for this examination the following method has been pursued with a fair amount of success. A fairly easy author has been selected, as short as the C. W. B. will allow. Two or three pages of this author—according to the acquirements of the form—are read aloud in class, the main difficulties explained, and the translation of one or two words given; the class are then set to prepare it with the help of a dictionary or vocabulary as night work. The next day the translation is heard, and at the end of the lesson, if time permits, or at the next lesson, the class is questioned on what they have prepared, boys being required towards the end of the hour to give a connected account in their own words of what they have read. As composition, the class is made to write answers to questions set on the same passage (the books being collected to prevent reference to the original), and also to frame original sentences to illustrate various points of grammar. Three hours per week are thus accounted for; during the fourth hour formal grammar is taught and a passage is given for dictation, either taken directly from the book they are reading, or framed on it, care being exercised to use only words they have already met with. It will be seen that no time is left for conversation on ordinary topics, but I have found that as the form progresses, less time is required for reading over the passage to be prepared, so that a great part of the hour can be devoted either to topics arising out of the author or to the ordinary subjects a boy ought to be able to talk about.

It will be noticed that no time is allowed for translation from English into French. Thanks to the enlightened policy of the C. W. B., candidates are allowed to offer original composition *instead of* translation into French, and thus I am relieved from that incubus.

I do not for one minute wish to urge that the method above detailed is the best and only one. I simply offer it as a more or less practical way of meeting the requirements of present-day examinations, and I cannot help thinking that a very useful purpose would be served if other members of the Modern Language Association will tell us how they endeavour to meet these difficulties with which we are all faced.

F. Reynolds.

Intermediate School, Cardiff.

June 5, 1905.

* * *

THE NEW METHOD AND EXAMINATIONS.

To the Editor of Modern Language Teaching.

Sir,—My grievance is beginning to grow a threadbare one, I fear, with modern language teachers, but with the approach of the summer examinations it may not be out of place to attempt to air it once more. Professor Spiers, in his admirable French book for beginners, has assured us that when a more rational system of teaching modern languages in the elementary stage has become more general we may confidently look for more rational papers being set for public examinations; but I must confess, after eight years' teaching, that I cannot share the Professor's optimistic views. To go too fully into details would be to encroach too much on your valuable space, but I should like to refer briefly to the preliminary paper of the Oxford Local Examination, which some hundreds of candidates will, I suppose, be taking at the end of this term. Since it is in the elementary stage that we have most changed our methods for the better, surely it is here that we should most look for a corresponding change in the papers set. Candidates for this examination cannot be expected to have learnt French longer than eighteen months or two years at the most, and since the basis of elementary teaching is oral, we naturally first look for an oral test. So far from this being the case—anomalous as it seems—we note that an oral test for senior candidates (we must be thankful for small mercies) has actually been introduced, but

the poor beginners are left out in the cold. To go a stage further, we note that an excellent set book has been prescribed for preliminary candidates, and might confidently look for simple questions on the subject-matter in French to be answered in French; and further easy English sentences drawn from the book to be reproduced into French; but unless some radical change is made this year we need only look for detached and often meaningless sentences to be turned into both languages, which are about as unsuited to the present system of teaching as anything could possibly be. Now, sir, I am aware that there are certain admirable advocates of the reform method who maintain that in spite of these discrepancies an average boy taught on this system can flaw even the worst type of paper, but with all respect to these gentlemen, I join issue with them on the point and maintain that a boy who is judiciously crammed in the comparatively useless intricacies of *préférer*, *jeter*, etc., will be more likely to pass muster under present conditions than one who may have a far sounder knowledge of the language as far as his knowledge goes, combined with some conversational ability. To speak plainly, such an examination as the one I refer to is nothing less than a slur on our modern language teaching, and a direct encouragement to artificial cramming of the worst description.

Yours, etc.,
CECIL H. S. WILLSON.

WYNCOTE, VICTORIA ROAD,
CIRENCESTER.
May 20, 1905.

[We draw Mr. Willson's attention to the junior school examination of the University of London. Here the oral test is an essential in modern languages, and the papers are quite on modern lines.—ED.]

INTERNATIONAL HOLIDAY EXCHANGE FOR SCHOOL-BOYS AND SCHOOL-GIRLS.

SIR,—There is nothing new in the idea of such a scheme, and many such exchanges have taken place from time to time. They have usually been arranged by teachers who have lived in more than one country, or through business connections. For example, Mr. Smith, of London, and M. Jules, of Lyons, having frequently corresponded and having sons of a similar age, the idea occurs to them that each might benefit by a sojourn in another country. Within the last eight years the Scholars' International Correspondence has been the means of many visits between boys and girls who have exchanged letters. This, indeed, was the underlying idea of the scheme of the Scholars' International Correspondence. A foreign language can usually only be perfected in the country where the language is spoken; yet there are drawbacks to sending a boy or a girl to school in another country besides want of means, one of these being that for many reasons it is advisable for a boy or girl to go steadily through the school curriculum. Again, the exchange of homes has this advantage, that each exchange is a sort of hostage for the other, and one foreign child in the centre of a home and its circle of acquaintances is much better placed for acquiring a foreign tongue than in a school where there are several others of the same nationality. The organizers of the International Correspondence have been the means of effecting successful exchanges, and many have been the letters of thanks from both sides. Experience has proved that the imperative conditions are these: The students must not live at too great a distance from each other; for instance, it is very difficult to arrange an exchange between a boy in the North of Scotland and one in the South of France. Secondly, the circumstances of the parents must be somewhat similar. Thirdly, there must be a proper guarantee as to the social and sanitary conditions of

the several homes. Recognising these difficulties, an Exchange Bureau has been established in Paris with the sanction of the French educational authorities, and it is earnestly desired that a committee should be formed amongst teachers of modern languages in England, so that the idea may be as thoroughly carried out here as there. And no one person can do this. The writer has been working single-handed for the last eight years; but, as the business increases, so does the difficulty of coping with it. Will individual teachers or the Modern Language Association consider the possibility of the formation of a small organizing committee? Such a committee would act in conjunction with M. Toni-Mathieu in France, and the German organizers. It is important that steps should be taken before the summer holidays begin.

E. A. LAWRENCE.

[We are afraid that this request reaches us rather too late for the Association to act this year; but the Committee will doubtless be willing to consider the scheme at an early meeting.—ED.]

THE GREEK QUESTION.

SIR,—I notice that a prominent member of the Modern Language Association has been addressing the Executive Committee on the subject of the Greek question. I was very pleased to gather from this that the controversy still possessed some interest, and I am writing with a view to asking you to give the widest publicity in your columns to letters on this subject.

Many opponents of the late scheme believed that the substantial majority at Cambridge had shelved the solution of the question for an indefinite period. This is by no means the case. Four new members have recently been added to the Cambridge Syndicate on Studies and Examinations—the Master of Caius, Dr. Adam of Emmanuel, Mr. Butcher of Trinity, and Mr. Hardy of Trinity—and the powers of the Syndicate have been extended till the end of the Easter Term, 1905.

Let us hope that this means another report, further arguments, and ultimate victory for the cause of reform.

To have polled over a thousand votes on the side of progress is no mean achievement, and the detailed list of voters which has recently been published will afford interesting information as to the way in which the educational vote of the country was given, and how far the theological faculty helped to swell the majority.

A detailed analysis of the votes recorded might help towards the further elucidation of the subject.

One word more. May I suggest that we make every effort to preserve the B.A. degree for those who have taken Latin and a modern language equivalent for Greek in the entrance examination, and that the modern language equivalent be of the standard of a pass in either French or German in the Higher Certificate Examination of the Oxford and Cambridge Joint Board?

'Soft Options' are not desired by modern language teachers.

I remain,
Yours, etc.,
E. L. MILNER-BARRY.

June 10, 1905.

To the Editor of MODERN LANGUAGE TEACHING.

SIR,—Will you allow me to call the attention of my colleagues to the following *passus?*—

'Delightful as London City was, King George I. liked to be out of it as much as ever he could, and when there passed all his time with his Germans. It was with them, as with Blucher 100 years afterwards, when the bold old Reiter looked down from St. Paul's and sighed out: "Was für Plunder!" The German women plundered; the German secretaries plundered . . ." etc. (THACKERAY: *Works*, vol. x., p. 306. Smith, London, 1897).

German *Plunder*, however = schlechtes

Zeug, Trödel (M. Heyne, D. W. Leipzig. Hirzel, 1892, Bd. 2, S. 1176), which sense is familiar to Americans: plunder = household or personal effects; baggage; luggage [Local, U.S.].—*Cent. Dict.*, iv., p. 4569.

It is easy enough to understand what Blücher meant if we remember that he was an uneducated man. But how was it possible for Thackeray, who had studied French and German in Paris in 1829, and spent some months in Weimar in 1830, to make such a blunder. *Cf. Dict. Nat. Biog.*, lvi., pp. 92, 93, and A. TROLLOPE'S *Dickens* ('English Men of Letters').

As to Blücher's visit to England, it took place in 1814, when honours were bestowed upon him at Oxford and Cambridge (*cf. A. D. B.*, Bd. 2, S. 731), but nowhere have I been able to trace his exclamation.

Yours very truly,

H. ROUDIL.

CAEN.

RECENT PUBLICATIONS.

(*Mainly Language; Literature in April issue.*)

ENGLISH.

BYGOTT, JOHN AND LAWEFORD-JONES, A. J. Points in Punctuation. A Manual for Students, Business Men, and others. Jarrold, 1905. 8vo., pp. 106; 1s. net.

DALGLEISH, W. S. Introductory Text-Book of English Composition. Based on Grammatical Synthesis. Revised edition. Simpkin, 1905. Crown 8vo., pp. 93; limp 6d.

ESPENSLHADE, A. S. The Essentials of Composition and Rhetoric. Heath, 1905. Crown 8vo., pp. x + 388; 3s. 6d.

FARMER, J. S., AND HENLEY, W. E. A Dictionary of Slang and Colloquial English. Routledge, 1905. 8vo., pp. 542; 7s. 6d. net.

HYDE, MARY F. Practical English Grammar. (Exercises in Composition. Lessons in Use of English, Section 2.) Heath, 1905. Crown 8vo., pp. 334; 2s. 6d.

JACKSON, T. C. Text-Book of Précis Writing. Clive, 1905.

LONDON UNIVERSITY MATRICULATION MODEL ANSWERS: English Papers from September, 1902, to January, 1905. With Answers. Clive, 1905. Crown 8vo., pp. 124; sewed 2s.

MASON, G. Grammaire angloise, nach den Drucken von 1622 und 1633 herausgegeben von R. BROTANEK. Halle: Niemeyer, 1905. 8vo., pp. iv + lii + 118; 4m.

NARES, ROBERT. A Glossary of Words, Phrases, Names, and Allusions in the Works of English Authors, particularly of Shakespeare and his Contemporaries. New edition, with considerable additions both of words and examples. By J. O. HALLIWELL and THOMAS WRIGHT. Routledge, 1905. 8vo., pp. 992; 7s. 6d.

RITCHIE, F. First Steps in English Parsing. Longmans, 1905. , pp. 20; 6d.

THOMSON, W. S. Practical Guide to Indexing and Précis Writing. 4th edition. Simpkin, 1905. Crown 8vo., pp. 307; 1s. 6d.

TRENCH, R. C. On Study of Words. Edited with Emendations by A. SMYTHE PALMER. Routledge, 1905. 12mo, pp. 270; 2s. 6d.

WHITFIELD, E. E. Englische Handelskorrespondenz. Leipzig: Göschen, 1905. Sm. 8vo., pp. viii + 107; 80 pfg.

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ATKINS, H. S. French Exercises. With Vocabularies. Crown 8vo.; 1s.

AVELING, F. W. Practical French Grammar. Sonnenschein, 1905. Crown 8vo., pp. 288; 3s.

Beyer Fr., und Passy, P. Elementarbuch des gesprochenen Französisch (Texte, Grammatik und Glossar). 2 völlig neubearbeitete Auflage. Köthen: Schulze, 1905. , pp. xi+191; 2m. 80. Mit Ergänzungsheft, pp. 63; 80 pfg.

Brown, Hubert. French Composition by Imitation. Blackie, 1905. Crown 8vo., pp. 151; 2s.

Bruce, Mary S. Grammaire française. Heath, 1905. Crown 8vo., pp. xii+290; 3s.

Brunot, F. Histoire de la Langue française des Origines à 1900. Vol. I. De l'époque latine à la Renaissance. Paris: Armand Colin, 1905. Lge. 8vo., pp. xxxviii.+547; 15f.

Calvert, C. V., and Hartog, W. G. A First Book of French Oral Teaching. Rivingtons, 1905. Crown 8vo., pp. xvi+236; 2s.

Frazer, Mrs. J. G. Émile et Hélène. French Primer. Grammatical Exercises by M. L. Chouville. Macmillan, 1905. (*Primary Series.*) 12mo., pp. 84; 1s.

Gerothwohl, Maurice. The Intermediate French Reader. Murray, 1905. Crown 8vo., pp. viii + 248; 2s. 6d.

Grammont, M. Le Vers français: Ses moyens d'expression, son harmonie. Paris: Picard, 1904. 8vo., pp. 157.

Holthoir, B. Von. French Correspondence (Social and Personal) for the use of English People. Nutt, 1905. 16mo., pp. 48; 1s. 6d.

Janau, E., and Ludwig, A. The Public School French Grammar. Based upon the Grammaire Française of Auguste Brachet. Part II. Syntax. Hachette, 1905. Crown 8vo., pp. xx+602; Index; 4s. 6d.

Klöpper, Clem. und Schmidt, Herm. Französische Stilistik für Deutsche. Dresden: Koch, 1905. Lge. 8vo., pp. viii+382; 8m., 10m.

Knork, Otto und Puy-Fourcat, Gabr. Le français pratique pour la jeunesse commerçante et industrielle. I. partie. Berlin: Mittler, 1905. 8vo., pp. xix+128; 2m. 40. [Vocabulaire, pp. 23 in Sm. 8vo.]

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London University Matriculation Model Answers. French Papers from January, 1899, to September, 1904. Clive, 1905. Crown 8vo., pp. 116; sewed, 2s.

Longland, Rev. S. E. French Unseens, in two Books. Junior, Book II. Rivingtons, 1905. Sm. fcap. 8vo., pp. 42; 6d. Senior, Book II. Rivingtons, 1905. Sm. fcap. 8vo., pp. 64; 8d.

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Perret, J. A. Key to Matriculation French Reader. Clive, 1905. Crown 8vo., pp. 140; sewed, 2s. 6d. net.

Perry, C. C., and Reum, Dr. A. New French Course for Schools. Part I. Macmillan, 1905. 8vo., pp. liii+154; 1s. 6d.

Russell, H. T. French-English Military Vocabulary for Officers, etc. W. Clowes, 1905. Crown 8vo., pp. 33; 1s. 6d.

Schrakamp, Josefa. Le Livre français: a Practical Introduction to Reading and Conversation. New York: Holt, 1905. 12mo., pp. x+195; .

Schwaigel, Dr. M. On parle français. Ein Konversationsbuch zum Gebrauch in kaufmännischen Schulen, beim Privat- und Selbst unterricht, sowie e. Hilfsbuch im praktischen Geschäftsleben. Mit Aussprachehilfen und ausführlichen Warenverzeichnissen. Karlsruhe: J. Bielefeld, 1905. Sm. 8vo., pp. viii+210; 2m. 50.

Seidel, A. Phraseologie der französischen Sprache. In systemat. Anordnung zum Gebrauch in Schulen und beim Selbstunterricht. Leipzig: Renger, 1905. 8vo., pp. iv+102; 1m. 50.

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4000 Wörter in 15 Hauptgruppen und 100 Unterabteilungen. Mit durchgäng. Bezeichnung der Aussprache. Leipzig: Renger, 1905. 8vo., pp. viii + 88; 1m. 30.

SIEPMANN, O. Primary French Course. Part 2. Comprising a Reader, Grammar and Exercises. Macmillan, 1905. Crown 8vo., pp. xxiv + 244; 2s. 6d.

SOKOLL, ED., UND WYPLEL, LUDWIG. Lehrbuch der französisch Sprache für österreichische Realschulen. I. Tl. (1. u. 2. Schuljahr). Wien: Deuticke, 1904, Lge. 8vo., pp. viii + 204; 2m. 20.

STANDRING, J. A., AND THIMM, C. A. French Technical Words and Phrases. An English-French and French-English Dictionary. Marlborough, 1905. 16mo., pp. ; 2s. 6d. *Ready shortly.*

VATON, E. Hossfeld's Elementary French Grammar. Hirschfeld, 1905. 32mo., pp. 268; limp, 1s.

GERMAN.

ATKINS, H. G. German Exercises. With Vocabularies. Blackie, 1905. Crown 8vo., pp. 84; 1s.

COLLINS, E. W. BAGSTER. The Teaching of German in Secondary Schools. Macmillan, 1904. 8vo., pp. viii + 232; 6s. 6d. net.

HEATH, CARL. German Strong Verbs and Irregular Weak Verbs. Blackie, 1905. Fcap. 8vo., pp. 116; 1s.

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HOSSFELD'S German Grammar. Hirschfeld, 1905. New edition. 8vo., pp. 436; 3s.

JACKSON, J. German Copy Book. Graduated Course of Exercises in Modern German Handwriting. Simpkin, 1905. 8vo., pp. 24; sewed, 6d.

KLUGE, F. Etymologisches Wörterbuch der deutschen Sprache. 6. verm. und verbesserte Auflage. 2. Abdr. Strassburg: Trübner, 1905. Lex. 8vo., pp. xxvi + 510; 8m.

KRUMBACH, K. H. AND SPINDLER, H. Sammlung deutscher Aufsätze für die unteren Klassen höherer Lehranstalten sowie für Volks- und Bürgerschulen. I. Bändchen: Erzählungen. 2 völlig neubearbeitete Auflage. Leipzig: Teubner, 1905. 8vo., pp. viii + 168; 2m.

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SANDERS, DANIEL, Zitatenlexikon. Sammlung von Zitaten, Sprichwörtern, sprichtwörtl. Redensarten und Sentenzen. 2. verb. u. verm. Auflage. Leipzig: Weber, 1905. Sm. 8vo., pp. vi + 712; 6m.

SCHILLER, KARL. Handbuch der deutschen Sprache. In 2. gänzlich umgearbeitet und verm. Aufl. Herausgegeben von F. BAUER UND F. STREINZ. I. Tl: Wörterbuch der deutschen Sprache und der gebräuchl. Fremdwörter. 2. Tl: Grammatik, Stilistik. Metrik, Poetik, Literaturgeschichte. Wien: Hartleben, 1905. Lge. 8vo., pp. (2 Tl:) viii + 385—470; 9m.

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ARABIC.

WILLMORE, J. S. The Spoken Arabic of Egypt. Second edition revised and enlarged. Nutt, 1905. 8vo., pp. xxviii + 454; 10s. 6d.

GREEK.

ANASTASSIOU, N. Greek (Modern) Self-taught. With phonetic pronunciation. Marlborough, 1905. 8vo., pp. 120; 2s. 6d.

ITALIAN.

FARUFFINI, B., AND CIARDINI, A. Corrispondenza italiana. Anleitung zum Abfassen italienischer Privat- und Handelsbriefe. Auf Grundlage von R. KRONS Guide épistolaire und English Letter-writer fürs italienische bearbeitet. Karlsruhe: J. Bielefeld, 1905. Sm. 8vo., pp. 94; 1m. 80.

LOVERA, R. In Italia. Italien. Sprachführer mit deutscher Übersetzung, etc. Leipzig: Haberland, 1905. Lge. 8vo., pp. ; 2m. 50.

YOUNG, MARY V. An Italian Grammar, with Exercises. New York: Holt, 1904. 12mo., pp. 283; .

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PORTUGUESE.

CUNHA, E. DA. Portuguese Self-Taught. With Phonetic pronunciation. Marlborough, 1905. 8vo., pp. 120; 2s. 6d.

THOMAS, FRANK. Portuguese Grammar. Hirschfeld, 1905. (Hossfeld's Method.) 8vo., pp. 355; 4s.

RUSSIAN.

HAPPE, L. One Hundred Passages for Translation at sight into English, French, German, etc. Part VI. Russian. Arranged by L. A. HAPPE. Hirschfeld, 1905. Crown 8vo., pp. 110; 2s.

SPANISH.

GRAHAM AND OLIVER. Spanish Commercial Practice. Part I. Macmillan, 1905. Crown 8vo., pp. xv+235; 2s. 6d.

HOSSFELD'S English-Spanish Commercial Correspondent. Hirschfeld, 1905. New edition. 32mo, pp. 432; 2s. net.

FROM HERE AND THERE.

WE have to announce the appointment of a successor to Dr. E. R. Edwards, who for some years has filled the post of Honorary Secretary to the Modern Language Association with rare devotion and untiring energy, in spite of many other claims on his time. It is unnecessary to repeat this to our members, who have frequently received his help and advice; but it is fitting that we should record our sense of gratitude to Dr. Edwards and send him our good wishes for the future. He has been appointed to a responsible position under the Board of Education; and those of us who are in London are glad that we can still turn to him for help. We feel confident that he will continue to take the warmest interest in the Association.

* * *

His successor, Mr. W. O. Brigstocke, has won his spurs as a teacher under Dr. Fry at Berkhamsted, where he has for some time been head of the Modern Language Department, in which post he succeeded Mr. C. F. Herdener, our valued local secretary at Durham. Mr. Brigstocke is now teaching and inspecting in London.

* * *

We had hoped in this number to begin our discussion column, to which allusion was made in our last

issue, but Mr. Kirkman thinks he can make a more satisfactory start in October. The subject is "The Use and Abuse of Conversation in Modern Language Teaching," and should give rise to an animated discussion.

♣ ♣ ♣

Our members will be glad to know that negotiations with the Cambridge University Press are proceeding satisfactorily, and that they may hope before long to see the first number of the MODERN LANGUAGE QUARTERLY. Professor Robertson has received promises of help from many sides, and there seems to be every prospect of the new journal becoming worthily representative of English scholarship.

♣ ♣ ♣

This journal has a humbler aim, but in its narrower sphere can, we believe, do much useful work. To a considerable extent this depends on our members, who are perhaps too hard worked to send us those notes drawn from their personal experience which we should value so highly, but which do not reach us as often as might be desired. We are confident that there are among our members many engaged in teaching whose views need only be expressed to be appreciated, and who have made experiments in their teaching, a record of which would not fail to be of service to their fellow-workers. Is it too much to ask that a few hours in the coming holidays be set aside for the purpose of giving such a record?

♣ ♣ ♣

We hear with pleasure that a Manchester merchant has for the last three years offered two Bursaries (£10 each), one for a man and one for a woman teacher, for the purpose of assisting teachers of Modern Languages to study in the countries the languages they are teaching. It is hoped that others may be induced to follow this example, which has so far produced very satisfactory results.

♣ ♣ ♣

Mr. Nutt, 57-59, Long Acre, for some time the publisher of the MODERN LANGUAGE QUARTERLY, asks us to say that back numbers of that journal can still be obtained from him.

♣ ♣ ♣

Herr E. Gropp (Schloss strasse 27, Charlottenburg) writes to say that he wishes his son, a law student twenty years of age, to spend August, September and October in England. He would like to effect an exchange, and would be prepared to take a young man into his family for a period of three months from August 15th or later. Perhaps this notice may serve to bring about the desired exchange. In this connection we draw the special attention of our readers to Miss Lawrence's letter in another column.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

F. B. KIRKMAN, E. L. MILNER-BARRY AND A. SOMERVILLE

VOLUME I. No. 6 OCTOBER, 1905

PARAGRAPH 6 OF THE NEW REGULATIONS.

'*By special permission of the Board, Languages other than English may be omitted in a school which can satisfy the Board that its English course provides adequate linguistic and literary training, and that the staff is specially qualified to give such instruction. In this case not less than seven and a half hours per week must be allotted to English, together with Geography and History.*'

MANY interesting questions might be raised by a minute examination of the paragraph quoted above. It is my intention to draw attention to, rather than to discuss, only one or two. Several of the problems arising out of the Board's proposal have often been fully treated before, and have, in fact, become commonplaces of pedagogical debate, as, for instance, whether a linguistic training must not be in a sense comparative, and therefore founded upon more than one language, or whether the specialization involved by the reduction of the whole linguistic and literary training to seven and a half hours per week for boys between the ages of twelve and sixteen be at all defensible. But as there is no doubt that the Board is becoming increasingly sensible of the claims of a liberal and general training, it may be supposed that there are special circumstances which justify for the present the Board's permissive attitude in these matters. But the two particular topics to which I wish to draw attention are the nature and kind of English course that an honest Board can vindicate as providing in itself an adequate linguistic and literary training, and the qualifications of the staff which in the opinion of the Board is 'specially qualified to give such instruction.'

In dealing with the first question, we start from fairly well

defined premises, for we know that in this type of school English, together with geography and history, is to receive three more hours per week than in schools following the more ordinary two or three language course; and we also know, in a general sense, the outlines of the Board's ideal of an English course in these more ordinary schools. That ideal requires no discussion here, for the document in which it is embodied has been as thoroughly analyzed as any ever issued by the Department. It will be seen, however, that an additional three hours per week in a four-year course allows of a considerably higher final standard than is to be expected in other schools, although we grant that, at any rate on the linguistic side, a second language would effect a subsequent economy in time.

To speak first, then, only of language, as apart from literature, what final difference in attainment shall we expect to find? It may be said at once that the difference is likely to appear only in the third and fourth years of the course, if only because the formality demanded when only one language is studied is unsuitable earlier. But even in the matter of pure grammar, the extra time at the teacher's disposal will probably suggest a wholly different treatment in the later years of the course. It will be possible, and certainly desirable, to treat grammar historically, and thus make it what Professor Whitney called it, 'a reflective study of language.'

The teaching of historical grammar to young and necessarily immature schoolboys is doubtless novel, and in view of certain University examinations with which some of us are painfully familiar, only needs to be mentioned to be discredited; but, after all, in such a course as we are considering there is absolute freedom in the choice of method and no bogey of text-book or examiner to frighten the venturesome. It is comforting to reflect, then, that the principles which obtain in the teaching of languages generally are quite applicable here, for a text, and not a text-book, may be made the basis of instruction, even although the aim be primarily philological; for, whatever diminution of interest may result to young students from a purely philological treatment of Cæsar or Xenophon, it may be urged that Chaucer or Langland will yield but half their treasures to a modern Englishman unless read from a more or less philological point of view. Old and Middle English in the bald text of a syllabus look formidable enough, but seen through the medium of an allegory or romance they lose their terrors. I do not wish, however, to convey the idea that I am advocating an incidental treatment in the same sense as in the earlier stages; on the contrary, the study must be thoroughly systematic and formal, but classification will be no

less scientific because made in a natural setting.

In such a course is any place to be found for the elements of Anglo-Saxon? The mere question, I feel sure, will be greeted with some derision; but a little reflection, or certainly a little experience, will show that by using Middle English as the connecting-link sufficient Anglo-Saxon can be acquired by a well-trained boy of sixteen in the last six or nine months of his course to enable him to read with pleasure and profit the *Anglo-Saxon Chronicle;* and if he can do that, even without being able to discuss nice points of syntax, he will certainly have at his command a very valuable instrument of comparison and a more complete insight into the full development of a language than most of the schoolboys of England.

It does not seem necessary to say much on the purely literary side of the training to be provided for this special type of school. The mere broadening of the Board's suggestions for the ordinary curriculum will be the easiest of tasks, and very little development of the method or aim will be required, for, bearing in mind the age of the pupils, it is idle to chatter of style and criticism. It may, indeed, be found possible to read a little more contemporary or, at any rate, recent literature, and so give, as it were, a rudder to the boy soon to embark upon the modern sea of books. If also room is found somehow for a sufficient outline of literary history, the three extra hours will have been fully spent, and the Board may express its satisfaction that the course provides 'adequate linguistic and literary training.'

If such prove to be the case, the other part of the proposition will also have been decided, and the Board will necessarily have agreed 'that the staff is specially qualified to give such instruction.' Here we are completely in the dark, for we do not know whether the Board only means that it cannot tolerate instruction in English by a manual instructor or by a lecturer on agriculture, or whether it really requires special qualifications other than those possessed by a graduate in arts; but, whatever the meaning of the Board may be—always supposing, without disrespect, that the Board has decided what it does mean—the very interesting question arises as to what the qualifications of a teacher of English should be. But we perceive at the outset that under present circumstances such a question would inevitably lead to our old academic poser: Culture or training? for it must be confessed that but few possess culture *and* training, if by training we are to understand academic distinction in English; and we fear it must be owned that academic distinction in English does not inevitably imply culture. On the other hand, 'honours in English' is as likely to imply culture as honours in anything else. And what of the classic to whom for so long a credulous world has assigned

a monopoly of culture, and who certainly as often as not has contrived to acquire a very excellent training in language and literature generally and in English in particular?

It would seem by the nature of the case that mere academic distinction in English, or, at least, the absence of it, may here prove illusory. Not only so, but the possession of the degree which of all others on paper might be thought to give the best evidence of ability 'to give such instruction' may in practice prove quite inadequate. The University of Durham, for instance, bestows after a two years' course a *B.Litt.*, which is a pass degree, inasmuch as there is no specialization, and the recipients of which may and do make excellent teachers, particularly in the subjects for which they have a special aptitude; but the degree can hardly be accepted as a special qualification for giving instruction in English in the same way as the honours of London or the Tripos at Cambridge. Is it possible that a division of labour may prove beneficial here as elsewhere, and that, somewhat after the analogy of the classical composition master, the man who has graduated especially in English may give the more linguistic training, while several other members of the staff, ignorant, possibly, of the niceties of phonology and phonetics, may be well able to undertake the literary side?

It will readily be seen that a consideration of the proper academic training of the graduate in English lies wholly outside the scope of the present paper, the purpose of which is rather to focus attention upon the great fact that the Board of Education reserves to itself in a special case the right to demand special qualifications in those who undertake to give instruction in English. But we may confidently hope that while in special circumstances the Board may be content to consider that an English course provides in itself an adequate linguistic and literary training for the pupil, in no circumstances whatever will it consider a teacher of English properly equipped who has not a sound working knowledge of several other languages. That there need be no fear of an English course being regarded as a 'soft option,' whether accompanied by other languages or not, is sufficiently shown by the history of the Scottish Leaving Certificates, in which the proportion of failures in English is far higher than in any other subject.

NORMAN L. FRAZER.

NORMAL ENGLISH.

MR. LLOYD'S admirable article in the last issue of MODERN LANGUAGE TEACHING opens up in these columns a subject of perennial interest to all students of phonetics and to all readers of this journal who have resided abroad and who have often, no doubt, been asked

by foreigners what standard English is, and where it may best be learnt.

Untravelled foreigners, and particularly Germans, find it very difficult to understand the comparatively slight variations in the provincial speech of educated English people, and though one must agree with the main contentions of Mr. Lloyd's article, I think myself that for the large majority of educated folk Southern English must still remain the standard, in spite of the influence of the new Northern Universities.

The chief reason which leads me to this conclusion is the awakening of the nation to the needs of secondary education, and the great influence which it is hoped the secondary schools of the future will have in the production of primary teachers.

I believe this influence will show most immediately in the *speech* of the primary teacher, for there is, I think, no place where phonetic influences make themselves (unconsciously) felt sooner than in a secondary school.

A probationer at a secondary school will very quickly correct his faults of expression, and when he begins to teach in a primary school his ear will be unpleasantly affected by the pronunciation of his pupils, and he will certainly try to improve it, so that I think if English primary education develops on the lines laid down by the Board of Education we are on the threshold of a great change in the phonetics of popular speech which will tend more than anything else to the eventual standardization of spoken English.

If this is a possible conclusion, and I believe it myself to be an inevitable one, the vagaries of popular speech will be checked in the primary school by the same influence which eliminates 'provincialisms' at the present time in secondary schools throughout the country—namely, by the influence of the teacher—and the English of the masses will depend more directly than it does at present on the speech of the classes.

I think that as long as Oxford and Cambridge hold their own in supplying secondary teachers, and as long as Northern boys come to the great public schools of the South, so long will Southern English prevail, and where it does prevail it will strike deeper in the future than it has been able to do in the past.

I do not wilfully miss the point of Mr. Lloyd's article, which would be, I think, if applied to my contention, that the older Universities will *not* be able to hold the market for the supply of secondary teachers, and that consequently local Universities tending to foster local divergencies of speech will take an increasingly large share in providing teachers, and that these teachers in bulk will form a strong ring fence against the contamination of the Northern speech by the more progressive Southern dialect.

Here again, however, there are

factors which make generalization of a sweeping kind impossible. Such are the fact that the newer Universities show a great disposition to select their staffs from graduates of the Southern Universities; that an increasing proportion of professional men send their sons to the great public schools; and that the ever-increasing facilities of travel offer the teaching class, which has notoriously nomadic tendencies, great opportunities for mixing in the ever-widening circles of society which have their vortex in London.

I cannot but think that a staff of Professors at a Northern University recruited from Oxford and Cambridge, and in close contact with a number of young men at a relatively impressionable age as regards the phonetic sense must in time produce considerable modifications of speech-sounds in their pupils, though I imagine the musical pure vowels of the North and the trilled *r* would be the last to go, if they ever went at all.

Such modification in the speech of students, however slight, would make itself widely felt when any of these became teachers, and would tend in the long run to approximate to the Southern English sounds.

The rural districts send their young men to the urban districts, not necessarily to get work, but first and foremost to get amusement. Music hall civilization is in full blast; the rugged speech of the countryman changes by degrees to the mock-polite speech of the embryo citizen; the prosperous draper's assistant gets his boy a scholarship at a secondary school, and so in three generations we might quite possibly hear in one family three stages of English in all its gradations, from broad Yorkshire to modified cockney.

Education, by opening the door to ambition, must tend to standardize all sciences, and of these not least the science of the spoken language.

We are all nowadays trying to go one better than our 'immediate progenitors,' and this is more true of speech than of almost anything else. I have seen a very pronounced local dialect entirely eradicated from a secondary school in the last five years, and this is a process that is going on all over the country, chiefly, I believe, through the growing influence of teachers of modern languages, whose work lies along phonetic lines, and whose ears are trained to notice and correct peculiarities of speech in their pupils, particularly in the mother tongue.

On the whole, then, I contend that all signs of the future point to the betterment of English speech, to the speedier eradication of dialectical peculiarities, and to the ultimate approximation of a standard.

As long as London and the Home Counties exert the influence they do in the world of affairs, so long will Southern English predominate, and I contend that the spread of education, and particu-

larly the cult of modern languages, will tend to associate rather than to separate the English-speaking world. I grant, however, that there will ever be an American language just as we have a Scotch and Irish language.

The first we must leave to the gallant and tender mercies of the British peerage, supported by the waning popularity of Webster's Dictionary, but the other two have charms of their own, and no one would wish to see them improved upon.

I know of one German University whose students of colloquial English are now learning broad Scotch, after having passed through a period of modified cockney. Neither of these dialects can be called correct English, any more than Hanoverian or Berlin German would pass muster in an English modern language teacher. As to what our own ideas on the subject are, we can test them most truly by observing the pronunciation of the intelligent foreigner learning English, and ask ourselves whether, if we were in his position—the position of a person starting with a clean slate to learn the English tongue—we should be best advised to cultivate the more progressive Southern variations or to remain behind the times, from a phonetic standpoint, by learning Northern English.

As to our colonies, when we learn to think imperially they in their turn may be expected to speak imperially, but as the spread of education improves the class of emigrant we supply to them, so we may expect the processes of English phonetics to be repeated in Greater Britain.

P. Shaw Jeffrey.

[If I venture to add a note to Mr. Shaw Jeffrey's article it is because I strongly believe in a Southern English standard of speech as likely to prevail. I am about to issue a little volume on *The Sounds of Spoken English*, which is intended for use in our training colleges. In writing this, it became necessary to fix on a standard, and I have not hesitated to define standard English as 'that form of spoken English which will appear to the majority of educated Londoners as entirely free from unusual features.' I am inclined to believe that the study of phonetics, as distinct from elocution, will have an important effect in encouraging ear-training, and will conduce to the more general use of Southern English. It will enable teachers more easily to counteract provincial tendencies, and will also prove of great service to the modern language teacher, who will be able to teach the pronunciation of a foreign tongue with an expenditure of much less trouble than at present, when he can rely on better ear-training on the part of his pupils.—W. Rippmann.]

FRENCH IN THE ELEMENTARY STAGES.

THE methods I use in teaching a spoken language are Pestalozzian in principle, though Pestalozzi did not formulate a method, as far as I know, but merely gave expression to his belief that a foreign tongue should be taught as the mother-tongue is learned. The conditions under which a child learns his own tongue are essential to his success and are all favourable, whereas the conditions under which he learns a foreign tongue in his own country are opposed to his success and eminently unfavourable, and to follow on exactly the same lines is impossible in a school. The nearest approach is made in the case of parents who place a foreigner in their nurseries, and this arrangement is not without its disadvantages as well as its advantages.

When children learn their own language, they imitate for some years incorrectly both in pronunciation and grammar. Their organs of speech are not sufficiently developed to cope with difficult combinations of consonants. Take such a word as 'breakfast' for instance. Up to five or six years of age a child may call it *besfoke* or *beswex*, or some other manageable corruption. He puts off the use of the pronoun I, calling himself *baby* or *Johnny* in imitation of those who address him. No experienced mother troubles much about this charming baby talk, and to correct much is not only unnecessary but irritating and hindering to the small child. We know that it will all come right in time if those around him speak correctly. The force of imitation in the matter of speech is irresistible, and I think experiment will show that in a family where the majority of its members speak good English, and have the same amount of conversation with the child as those who speak badly, the child will speak correctly in the long run. At any rate, we all know how the good English our boys use before they go to school disappears in a week or two before the slang of 200 or 300 schoolfellows, whose talk is hardly ever leavened by contact with the adult mind and adult speech. But so irresistible is the force of imitation, that the mother, who abhors slang, blushes to find herself saying *awfully* and *decent* and *fit* and *keen*, because the majority of those who sit round her table use these expressions constantly. Now, the same force would enable a child to speak a foreign language correctly for all time if the foreign nurse or governess remained with him long enough; but, as a rule, when he goes to school he has not reached the stage of perfect speech, and though his accent may be excellent, his grammar is as faulty in French as it is in English, without that certainty of correction by imitation on which we all so much depend in the case of the mother-tongue.

The pupil who persists in saying

nous a instead of *nous avons* is a sore trial, and we ought to insist upon correction in the case of the foreign tongue from the first and always. However small the vocabulary and however simple the sentences, they should be correct from the beginning if nursery French is to be of any permanent use.

Neither is it advisable for the children to speak French to each other before they can use the language idiomatically; they only form habits which it is almost impossible to undo. In my French class some time ago I saw two girls whispering. 'Parlez français,' I said, and quick came the retort, 'Nous étions parlant français.' I interrupted the lesson to impress upon all the children that such a use of 'to be' (*être*) and the present participle is peculiar to English, that it never happens in any other language I am acquainted with, and then followed a drill in rendering the English into idiomatic French until we were all weary. We worked at it again in several succeeding lessons; for these matters have to be driven home and returned to most impressively.

When the girls have left school and have been abroad they often wish to keep up their French by forming *cercles français*, and these, too, are of little use unless the majority speak good French, and there should be a French lady or gentleman present engaged to act as model and to correct.

But *revenons à nos moutons*, the young children who from seven to ten come to us to be taught in classes. The first point is to secure conditions as near as possible to those under which they teach themselves to talk. A child speaks English all day; he must use the foreign tongue as often as possible, and should have a daily lesson for the first three or four years. He begins English by understanding; he should begin French by hearing it and learning to understand it, and I know by experience that a class will understand everything said at the very first lesson if the teacher chooses his words and objects carefully. As the child, however, is much more developed and intelligent than when he was a baby, he should learn to say a few words quite correctly, see one noun with its article written on the blackboard and read it. Thus he has begun at the first lesson to understand, speak, and read. Persist in speaking; all will understand in time without any translation or explanation. How does baby understand? He neither translates nor asks for meanings—not yet being able to speak—yet he understands correctly. He will not bring you his boots when you ask for his hat, or his bottle instead of a biscuit. He understands as a dog does by associating certain sounds with certain objects or actions. So a foreigner can make himself understood by his class if he only persists in using his own language at every lesson, and does not talk about inappropriate or irrelevant matters.

I never yet went to my class with an object in my hand to chat about but the children knew its name, and used it in five or six minutes, and no English need be introduced. Blame or praise in French is understood at once. The children do not know the exact meaning of each word; neither does a baby know the meaning of each word when you say, 'Pick up that ball of wool.' He may only know *ball*. That is enough. He brings it.

Having regard to the greater intelligence and power for mental work of older children, I let them *find out* the meaning of each word, show them the principal words written on the blackboard, insist upon having them spelt in French, etc., and encourage them to use the words in every conceivable way, for the acquisition of a vocabulary is hard and slow, and must be the result of *use*.

Gouin made a valiant attempt to teach children to speak by what was imitative in the beginning and free from translation, and still ineffective, for it neither led to understanding nor conversation. No child imitates exactly what is said to him — that is not even talk; there is no communication in it, and speech should be a means of communication. Besides, it is impossible for a child to learn by heart everything he might want to say under any conceivable circumstance. In his mother-tongue the child picks up from those who talk to him the word or words he requires, and adapts them to his own purpose. These words are generally nouns, and his talk is at first largely confined to them.

We should try, I believe, as far as possible to encourage the class, not simply to imitate, but to pick up words and expressions used by the teacher and adapt them to their own use. This is excellent drill, and leads directly to conversation, and mistakes should never be allowed to pass. This plan requires great care and patience at first; but the children like it, and soon form a habit. *Pleut-il? Il pleut. Fait-il beau temps? Oui, il fait beau temps.* The children can answer in groups or altogether. I encourage the class to observe what auxiliary is used. They must answer *j'ai* when *avez-vous* begins the question; *je suis* in answer to *êtes-vous?* and *je me* when *vous vous* occurs.

Est-ce que vous vous êtes bien amusé (*or amusés*) *pendant les vacances?* They will answer in the singular, and then all together in the plural. In time idiomatic expressions are practised in this way, and the habit thus formed is essential to the acquisition of any spoken tongue. This method is a great strain upon the attention. Some small face begins to show signs of fatigue. Then, 'Levez-vous, mes enfants, et chantons, "Bonhomme, bonhomme, que savez vous faire?"' This is a charming nursery song with action. No association of words is so easy, so rapid, and so durable as association with music. How quickly the class learns to

sing in French! But it is necessary to stop and see that the meaning is remembered, and it is helpful to take certain lines as models and make the children vary the text. 'Savez-vous planter les choux?' Each child delights in asking if you can plant something else. All through we must insist on perfect pronunciation and repetition, for to sing mistakes is fatal.

As time goes on, recitations in poetry and prose, short stories told by the class, and endless reading with questions on the text, give the needful vocabulary and idiom for spontaneous conversation which no longer depends on question and answer. From the very first lesson grammar is taught orally.

MRS. E. MIALL.

A MODERN LANGUAGE TEACHER'S REFERENCE LIBRARY.

IF the teacher of natural science requires a laboratory and apparatus, the teacher of languages needs books. Some of these are necessarily works of reference and many are expensive; but the salaries of assistant masters are notoriously low. The school authorities have in most cases done a good deal towards equipping the laboratories, and no one will grumble at this. It is, however, time to dwell on the needs of modern language teachers, and, above all, the teachers of French and German.

In our report on the teaching of modern languages in thirty-eight London schools, Dr. Edwards and myself pointed out how little had been done to supply the schools with books of reference; and in order to give some guidance I drew up a tentative list of books which a good school should possess. The London County Council have courteously consented to the publication of the bibliographical part of our report in MODERN LANGUAGE TEACHING, and I now reprint the sections dealing with books of reference and books on method.

I would emphasize the fact that I regard this list as tentative, and I hope that those who read it will let me have the benefit of their experience, and suggest the addition of other useful and necessary books or the substitution of better books for any that I may have included in my list. It must, however, be borne in mind that the total number of books must be limited; we cannot ask the school authorities to let us have carte-blanche for the purchase of books. Our request is more likely to be granted if the sum required is felt to be reasonable.

The remainder of the bibliographical section consisted of books which 'are suitable for private reading, many also for careful or cursory reading in class.' This list is likely to be particularly useful

to teachers desirous of establishing form libraries, as an encouragement to private reading in French or German. It will also be reprinted if it is found that the present list arouses sufficient interest.—W. R.

I. Books of Reference.

These books are suitable for the school library. A number of cheap books have been included which teachers and students may like to buy for themselves.

The school library should contain *at least* the following books (German in square brackets): 2, 4 or 5 [11, 15], 23, [41, 45], 53, 54 [62, 63], 71, 72, 81, 82, [91, 93], 101, 102 [107], 111 or 112 [121], 131 or 132, 134, 136, 141, [151, 154, 161].

Literature.

1. P. DE JULLEVILLE. Histoire de la langue et de la littérature française, des origines à 1900. Ill. (Colin, Paris.) 8 vols. 13s. 4d. each, unbound.
2. G. LANSON. Histoire de la littérature française. (Hachette.) 3s. 9d.
3. SUCHIER & BIRCH-HIRSCHFELD. Geschichte der französischen Litteratur. Ill. (Meyers Bibliographisches Institut.) 16s.
4. SAINTSBURY. History of French Literature. (Clarendon Press.) 10s. 6d.
5. DOWDEN. History of French Literature. (Heinemann.) 6s.

11. ROBERTSON. History of German Literature. (Blackwood.) 10s. 6d. net.
12. FRANCKE. History of German Literature. (Bell.) 10s. 6d. net.
13. VOGT & KOCH. Geschichte der deutschen Litteratur. Ill. (Meyers Bibliographisches Institut.) 16s.
14. M. BOSSERT. Histoire de la littérature allemande. (Hachette.) 4s. 6d.
15. KOENNECKE. Bilderatlas zur Geschichte der deutschen National-litteratur. (Elwert, Marburg.) £1 8s.

History and Geography.

21. E. LAVISSE & A. RAMBAUD. Histoire Générale du IVe. siècle à nos jours. 12 vols. (Colin, Paris.) 13s. 4d. each vol.
22. A. TROGNON. Histoire de France. 5 vols. (Hachette.) 10d. each.
23. V. DURUY. Introduction générale à l'histoire de France. (Hachette.) 3s.
24. M. B. ZELLER, et ses Collaborateurs. L'Histoire de France racontée par les Contemporains. Des origines à la mort de Henri IV. (Hachette.) 16 vols. 10d. each.
25. MICHELET. Abrégé d'histoire de France. Moyen âge. (Colin, Paris.) 3s. 4d.
26. MICHELET. Abrégé d'histoire de France. Temps modernes. (Colin, Paris.) 3s. 4d.
27. MICHELET. Précis de la Révolution française. (Colin, Paris.) 3s. 4d.

28. MICHELET. Extraits historiques. Choisis et annotés par Ch. Seignobos. (Colin, Paris.) 2s. 6d.
29. MICHELET. Notre France: sa géographie, son histoire. (Colin, Paris.) 3s.
30. MME DE WITT (*née* Guizot). La France à travers les siècles. (Hachette.) 3s. 9d.
31. M. P. FONCIN. Le Pays de France. Ill. (Colin, Paris.) 10d.
32. MONNIER. Notre belle patrie. Sites pittoresques de la France. (Hachette.) 2s. 6d.
33. F. BOURNON. Petite histoire de Paris. Ill. (Colin, Paris.) 1s. 4d.

41. DAVID MUELLER. Geschichte des deutschen Volkes in kurzgefasster übersichtlicher Darstellung. (Berlin.) 6s.
42. S. WHITMAN. Imperial Germany. (London.) 2s. 6d.
43. E. LAVISSE. Essais sur l'Allemagne impériale. (Hachette.) 3s.
44. E. LAVISSE. Études sur l'histoire de Prusse. (Hachette.) 3s.
45. KNOETEL. Bilderatlas zur deutschen Geschichte. 3s. 6d.

Life and Ways.

51. RAMBAUD. Petite histoire de la civilisation française. Ill. (Colin, Paris.) 1s. 6d.
52. RAMBAUD. Histoire de la civilisation contemporaine en France. (Colin, Paris.) 4s. 2d.
53. LYNCH. French Life in Town and Country. (Newnes.) 3s. 6d. net.
54. KRON. French Daily Life. (Dent.) 2s. 6d. net.
55. HAMERTON. French and English: a Comparison. (Macmillan.) 10s. 6d.

61. DAWSON. Germany and the Germans. £1 6s.
62. DAWSON. German Life in Town and Country. (Newnes.) 3s. 6d. net.
63. KRON. German Daily Life. (Dent.) 2s. 6d. net.
64. PÈRE DIDON. Les Allemands. (Paris.) 6s.

Language.

71. GILES. Manual of Comparative Philology. (Macmillan.) 14s.
72. OERTEL. Lectures on the Study of Language. (Arnold.) 12s. 6d.
73. JESPERSEN. Progress in Language. (Sonnenschein.) 7s. 6d.
74. DELBRUECK. Grundfragen der Sprachforschung. (Trübner, Strassburg.) 4s.
75. BREAL. Essai de Sémantique: science des significations. (Hachette.) 3s.

Grammar.

81. NYROP. Grammaire historique de la langue française. (Harrassowitz, Leipzig.) 8s. each vol. 2 vols. issued; a third to follow.
82. BRUNOT. Précis de grammaire historique de la langue française. (Masson, Paris.) 4s. 6d.
83. HARTOG. Historical French Grammar. (Macmillan.) 12s. 6d.

91. BRANDT. German Grammar. (Allyn and Bacon, Boston.) 6s. net.

92. WILMANNS. Deutsche Grammatik. (Trübner, Strassburg.) £1 4s.
93. LICHTENBERGER. Histoire de la langue allemande. (Laisney, Paris.) 6s. 3d.
94. ANDRESEN. Sprachgebrauch und Sprachrichtigkeit im Deutschen. (Leipzig.) 6s.
95. WEISE. Unsere Muttersprache: ihr Werden und ihr Wesen. (Leipzig.) 2s. 6d.

Pronunciation.

101. ELEMENTS OF PHONETICS. English, French, and German. Adapted by W. Rippmann from Professor Viëtor's 'Kleine Phonetik.' (Dent.) 2s. 6d. net.
102. DUMVILLE. Elements of French Pronunciation and Diction. (Dent.) 2s. 6d. net.
103. PASSY. Les sons du français. (Firmin Didot, Paris.) 1s. 3d.
104. PASSY. Le Français parlé. (Reisland, Leipzig.) 2s.
105. ANDRÉ. Traité de prononciation française et de diction. (Fischbacher, Paris.) 3s. 4d.
106. MICHAELIS & PASSY. Dictionnaire phonétique de la langue française. (Meyer, Hannover.) 5s.
107. VIËTOR. German Pronunciation, Practice and Theory. (Leipzig.) 2s.

Prosody.

111. BRANDIN & HARTOG. A Book of French Prosody. (Blackie.) 3s. 6d.
112. TOBLER. Le vers français ancien et moderne. Translated by Breul and Sudre. (Bouillon, Paris.) 5s.
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DISCUSSION COLUMN.

THE USE AND ABUSE OF CONVERSATION IN MODERN LANGUAGE INSTRUCTION.

THE chief advantage of discussions in print is that each of the participants is given ample time to prepare his or her contribution. This is generally possible only to the opener in an oral discussion. The latter form, however, permits of a far more rapid interchange of thought; one speaker after another can rise and help to hunt a difficulty to its final solution. Our hope in the present discussion is to combine the advantages of both these methods, the written discussion supplying the material and clearing the way for the oral, leading in conclusion, perhaps, to a written summary of the results.

The choice of subject was not difficult. It was forced upon us by the actual condition of modern language instruction in this country. There is undoubtedly at the present time a tendency in many quarters to react against the reform movement, and I am given to understand on good authority that there are persons in responsible positions who go about proclaiming that the new method is bankrupt, and crying, 'Back to the old!' It is scarcely necessary to point out in this paper that these individuals, however well-meaning they may be, have not realized the fact that there is not *one* new method (so-called), but several, good, bad, and indifferent, the two last-mentioned varieties due to the failure of many teachers to grasp fully the fundamental principles laid down by those who initiated the reform in England. In spite of the reaction, however, new methods in one form or another are spreading. It is of urgent importance, therefore, that we should arrive at clear views on the principles that should guide the movement in the future. It is just this disinclination to grapple with principles that causes the present mischief, and the disinclination itself is due in part to the English contempt for 'theory' in general. It is forgotten that

everyone who teaches must, consciously or unconsciously, be a theorist. The answer to the question, *Why* do you teach by this method, and not by that? is your theory. It is precisely those who do not put and answer this question who are the most 'practical' and the least progressive. The quality of the practice depends entirely, if we set aside the personal factor—*e.g.*, discipline, etc.—upon the quality of its underlying principles. All practice is either an application of, or a breach of, sound principle. What we have to become is sound theorists, and then to see that the theory is soundly applied by efficient teachers under proper conditions.

The controversy as to the value of the reform ideas finds its centre in the question of the use and abuse of conversation. I use the term 'conversation' simply because it is the most comprehensive, and with a view to avoiding confusion, propose to define it for the purposes of this discussion as 'The use of the spoken foreign language.' This definition makes it apply, not only to the oral method regarded as an integral part of the instruction, but also to the conversation lesson regarded as an end in itself, and having no organic relation to the rest of the work, grammatical or other, and again to the informal conversations of which 'talking French at meals' is an instructive example.

The scope of the discussion is, therefore, sufficiently wide, and there is the danger that it may become too wide to be of any practical value. It is essential that attention should be fixed on definite issues, and not allowed to wander from them, and as conductor of the discussion, I propose to exercise all the privileges of chairmanship.

The points to which I beg contributors to confine themselves are the following:

1. What are the complaints made against the use of 'conversation' in modern language instruction?
2. Are they justified?
3. What is the proper place of 'conversation' in modern language instruction regarded as part of a general education?

All contributions to be inserted in the following number or numbers should reach me *not later than* the 14th of each month at 19, Dartmouth Park Hill, London, N.W. They should be as concise as possible.

F. B. KIRKMAN.

I.

MR. J. W. LONGSDON.

As to the justification for some of the complaints made against the oral or conversational methods, I may say at the start that I know cases where a master using them contrives to waste time just as successfully as can be done by any other method, when the teacher is unskilled or does not believe in the value of what he is trying to do. I know cases, also, where pupils

trained on apparently scientific phonetic principles, and able to assign a sound to its correct place on the mystic triangle, and to reel off a glib explanation of it, are quite incapable of reading correctly a couple of consecutive words in the foreign language. But these cases, though at present frequent, do not make me despair of a growing improvement in the teaching of modern languages. I know schools in which pupils at the age of sixteen, with no practice beyond class-room work, can talk and write the foreign language correctly and easily.

There is an uneasy feeling on the part of teachers of modern languages that something must be done in the way of conversation. The inspector invariably asks if any oral work is done. It is so easy to impress the listener with a few scraps of conversation, and the less the inspector is an expert in foreign languages the more easily is he dazzled. And it is so easy to inspect oral work. In a sense, therefore, the inspectors of the Board of Education are partly responsible for the unmeaning and superficial work that passes in many schools as the new method. Teachers quite incapable of doing this sort of work well devote, in the hope of satisfying the inspector, an inordinate amount of time to the wearisome repetition of silly little phrases, a knowledge of which has small educational value.

Among the arguments in favour of the important place assigned to 'conversation' in modern language instruction are that the children like the method, and are therefore attentive and eager, and that by learning to talk in the language they realize that the words are of some practical use, and are not merely drawn up in lists by ill-natured grown-ups, who take a delight in discovering stumbling-blocks for the young. These arguments are weighty: the evil comes in when the power of repeating a number of inane phrases is accepted in lieu of linguistic training. It seems to me that the advocates of the new method ought to insist that although one of the many picture-methods forms an admirable introduction to the study of a modern foreign language, it must soon be replaced by serious study of language and of thought. When once facility in speaking has been obtained, it is a simple matter to keep it up by carrying on the greater part of the lesson in the language that is being taught, and by conversing at odd moments on any topic that may arise in the course of the lesson. To gaze all through the week at a picture of a cow, and to repeat on alternate days that it has two horns, is not inspiriting, and soon becomes wearisome to the class. Conversation should be looked upon more as a means than as an end; or, at any rate, only as one, and that not the most important, end of language study.

I am not attacking the new methods, which I always and heartily advocate, but I am pleading, especially in schools where only one lan-

guage besides English is taught, that the claims of literature should not be overlooked, and that the structure of the language and style should be systematically treated.

I should like to note one other point for discussion. And this will be clear if I say that in some schools I have seen painfully dull conversation lessons, in which each boy answered a question in turn, and other schools in which all the boys, who were eager and attentive, answered together. Which is the right method?

II.

Mr. L. Von Glehn.

I.

One of the many complaints we hear about the new or direct method is that it leads to slipshod work. This is probably true, if one judges by the results of the last ten years in England. But it behoves us not to be hasty in assigning the blame for this, and not, because of our ill-made experiments, to throw over a principle which we feel to be sound.

The fact is that some of this slipshodness *is* our fault. Teachers have left too much to chance, and grammar drill has been neglected. Above all, we have not sufficiently taken into account the fact that, whereas in Germany and France the pupils start with a fairly sound knowledge of their mother-tongue, which is in each case more highly inflected than our own and from which they have acquired the essential grammatical notions, our pupils generally start with an imperfect knowledge of English, and without knowing the functions of the parts of speech or the difference between subject and object. There is no doubt that the necessary grounding in grammar is not yet given in English as it should be, and even when it is, there are many points in the foreign language in which the English pupil will require more practice than the foreigner—*e.g.*, the agreement of adjectives, the difference of form for the dative of the third personal pronoun, etc.

But we must not be blind to the fact that some of this inaccuracy is natural, under the direct method, especially in the lower classes. Under the old method we began by grammatical accuracy and super-induced correct phraseology; under the new, it might almost be said that we reverse the process. Pronunciation, speaking, the oral work, is all important in the first stage, and it is but natural that the spelling should be faulty. It is often a comfort to me on finding an awful 'howler' in the French exercise of a boy of eleven or twelve to reflect that it is just the sort of mistake that occurs in the dictation of a French boy three or four years his junior. The sound is right; what he *said* to himself was correct; writing it down quickly he has omitted the important step of applying the grammatical test to the spelling. It is inattention; it is lack of 'grammatical conscience'; it

is all the awful things you please; and it is our business to train the 'grammatical conscience' from the beginning, so that it becomes an instinct to apply this grammatical test to every word; but the 'grammatical conscience' is not all 'the law and the prophets.' I for one should be inclined to put before it the 'visualizing conscience,' if I may use the expression; for therein lies the spring of all correct expression, and of all good composition.

II.

There are several aspects of the third question to be discussed, and our first object must be to determine these aspects and to measure their relative importance. There is, to begin with, the question of *the use of the spoken foreign language in the actual teaching*, including the related question of *the place to be given to translation*.

After all the warnings we have had from Mr. Siepmann and others I should have thought it unnecessary to dwell on the dangers to be guarded against in putting into practice the ideal 'Avoid the use of the mother tongue.' And yet, how often do I still hear of conscientious, painstaking teachers wasting their own energy and their pupils' time in vain attempts to obey the letter of this law. It seems strange that some people do not yet realize that this, like other ideals, though maintained to the full *qua* ideal, admits of—nay, demands—the exercise of judgment in practice.

Quite apart from the view one holds as to the place of 'the art of translation' in a school curriculum, it is so very obvious that, the object being to attain the maximum of result in the minimum of time, it is highly unwise, in order, forsooth, that the mother-tongue may not intervene, to waste half an hour ransacking, even with success, the scant foreign vocabulary of the pupil for a definition or an explanation that will pass muster. True, the mother-tongue does not intervene—but neither does thought! All intellectual activity ceases in the pupils' minds as the teacher in the course of his ingenious explorations gets further away from the matter in hand and—most demoralizing of all—all sense of progress vanishes.

Let me not be misunderstood. In a measure, this use of the known vocabulary to explain new words and phrases is an excellent and most desirable thing, and I am always glad when a pupil discovers the correct English term unaided, by way of a foreign definition. But this must never be done if it cannot be done rapidly *en passant*, if there is the slightest risk of losing that essential condition of making a lasting impression—the moment of greatest interest. The extent, therefore, to which the mother-tongue should be avoided remains in each case a question for the judgment and tact of the teacher, especially in the matter of the explanation of grammatical points. But I think it is important

to keep your eye fixed on the ultimate goal of 'no English,' for I have found by experience that if you bate one jot of your ideal in this respect you soon drop into the use of English where it is quite uncalled for. It seems to me by no means chimerical to aim at being able to do all the teaching in the top class in the foreign tongue.

It might also be useful to hear what teachers have to say on the part that can be played in modern language teaching by what may be termed '*Casual conversation.*' There is no reason why all the daily-recurring expressions of school routine should not be spoken in the foreign tongue. The pupil can thus gradually accumulate, if only the teacher will insist on it, a whole stock of most useful expressions in the way of vocabulary as well as of constructions and idioms, as, for instance, '*Voulez vous que?*' (with subj.), '*Puis-je?*' (with inf.), '*Je n'ai plus d'encre,*' etc. More than this it seems difficult to do, unless the conversation be sufficiently systematized to make it a class lesson, as in a lesson of free composition.

I do not stop to consider the position of those who contend that it is good for the pupils to have the foreign language talked at them, whether they understand or no, on the plea that it trains their ear. I think we can devise more efficient training for the ear than that—training in which there will be a little more co-operation on the part of the pupil. It reminds me of the modern side master who used to read Homer in the original to his form 'because,' said he, 'it does them good.'

The most important question we have to discuss is certainly '*What parts of the subject can best be learned and practised orally?*' I suppose there is on this point considerable divergence of opinion, but it is all the more necessary to have these divergences expressed.

There is no doubt that, by tradition, we are inclined to give too much written work to our pupils in all subjects. The reason is not far to seek: it is the easiest way of ensuring that a certain amount of work is done by every member of the class. As regards the teaching of languages, it is obvious enough that, to put in practice our theory that 'the spoken word is to be the basis,' we must make the pupil do as much as possible of the work orally. Written work is to be nothing else than the setting down in writing of what has been or might be said or read by the pupil. Theoretically, we may say, it is all dictation.

The question, then, that I have just formulated is nothing less than the question of the whole organization of the oral work—an organization which must be as thorough and systematic as that of the written work, of which it is in a measure to take the place; and on the perfection of this organization will depend the proportion of written work needed for the thorough acquisition of the language.

It is here, I think, that we shall learn most from one another by the exchange of opinions and by the communication of observations as well as of devices and expedients of all kinds.

And, that we may not lightly dismiss any novelty calculated to vary or facilitate oral work, let us consider a moment the merits of the latter as a means of learning.

Speaking is quicker than writing. Oral work, therefore, is a saving of time whenever it can provide as good a test of accuracy as writing —*e.g.*, in verb drill and other exercises in French, in Latin (new pronunciation) and in German in almost any kind of exercise.

Oral work, too, if properly managed, keeps the class alert. In fact, it is in oral work, in the continuous interaction of teacher and pupil which it implies, that the 'magnetic' element of teaching has its full scope; it is here that the child's mind responds most directly, often subconsciously, to the teacher's touch. The child is supported at every step. A word, a look saves him just in time from a bad fall. And, as we all know now, a child does not learn a language by making mistakes, but by accumulating correct impressions. In a word, in oral work alone can you get that co-operation of teacher and taught which is absolutely essential to the successful teaching of children. It is natural that in the advanced stages study should tend to differentiate into lectures by the teacher on the one hand and private work by the pupil on the other. But in the early stages co-operation is the only safe way. There should be very little *mere lecturing* by the teacher, and practically no private work by the pupil, except learning by heart, and even that requires careful watching and directing at first, otherwise it will be done unintelligently. That is why there should be practically no 'homework' in the lowest class.

Of course, the problem for the teacher is how to create and keep up this co-operation, without which class-teaching becomes meaningless; and it will be most profitable if teachers will give all the information they can on this point as regards each branch of our subject.

The most obvious device is that of making the pupils *read, recite, and answer in unison*, an exercise which should play an important part in language teaching, especially in the lower classes, where it is important that every pupil should get as much practice as possible in articulation, rhythm and *intonation*. With practice the teacher developes the power of distinguishing mistakes and tracing them to their authors. Of course this speaking in unison should not be loud, but it must be very clear.

Where much repetition by the teacher is required in the teaching of reading or recitation, a phonographic record made by the teacher, if he has a good accent, will be found useful, not only as relieving him of a most severe strain, but because it will command a high

standard of attention; and in more advanced classes the phonograph is invaluable for giving original specimens of good recitation, acting, etc.

Speaking in unison, then, though useful throughout the course of instruction, should be most frequent in the lowest classes. Personally, I have found in it an excellent way of laying the foundations both of dialogue and of *Verb conjugation*, by means of 'series' of actions, similar to the Gouin series, performed by the pupils, who ask or say the while what they are doing according to a uniform system of question and answer. Each of these series forms a very simple kind of scene, thus appealing to the dramatic instinct in children, and the questions and answers are so arranged as to be spoken by now a single pupil, now two, now a portion, now the whole of the class. Thanks to this device, it is relatively easy to ensure the attention of the whole class, care being taken to prevent the process from becoming too mechanical, and the combination of speech with action (which renders endless repetition possible without flagging of interest) lays the foundation of verb conjugation as securely as the old 'gerund grinding,' but more usefully, since it is laid, one may say, in a living form, in certain moulds which will ever be recurring in practice.

I attach very great importance in the first two years of instruction, not only to such 'series' scenes, but to others of a less systematic nature, based on familiar songs, poems, etc., and which are acted by the whole class, each pupil ousting his fellow from his part when he can correct him. All such scenes, in which language expresses real experienced acts and facts, form excellent material for the various processes of 'Reproduction,' paving the way, as they do, for the visualization which is essential to all good narrative and description.

The term '*Reproduction*' covers practically all the exercises by means of which the pupil learns to use, and so masters, the verbal and syntactical content he acquires at each step.

All these exercises are best done orally, especially in the beginning. The simplest of all, a series of questions, *Qui est là? Que fait il? Que fait il à présent?* etc., the answers to which form a narrative of the scene enacted, will be practised almost from the very beginning. In the course of the second year the scenes and songs will be succeeded by carefully-graduated short stories, which will henceforth form the centre of instruction, marking the stages of progress in vocabulary, accidence, and syntax. In order to implant the much-needed habit of visualization, it is well to begin by picture stories (*i.e.*, stories whose outline forms a definite succession of events, each of which is represented in a picture). All these stories will be worked through according to the different processes of Reproduction, and answering in unison will alter-

nate with individual answering, according to the complexity of the answer.

But the great advantage of training pupils from the first to answer in unison is that they get the habit of thinking in unison preparatory to answering. It is relatively easy to implant this habit in the beginners. The problem is to keep it alive as they grow older and there is more and more individual answering. An essential condition of success in this is pace. The lesson must move briskly, and to ensure pace the lesson must be well within the powers of the class and must be thoroughly known. At every question at least three-quarters of the class should raise their hands ready to answer. One of the things that has struck me most in comparing German schools with our own is the absence of mistakes. I remember catching myself thinking: 'The pupils knew that lesson so well that the teacher might have saved himself the trouble of hearing it.' A very foolish thought, I admit, immediately brushed aside, but one traceable to my own school-days, when I got into my head the notion that when a thing was *known* the goal was reached; *using* it was quite an unimportant matter, and even if, when the time came for using it, I made a mistake, the thought, 'It was only a slip; I *know* the thing,' rehabilitated me completely in my own eyes.

Now that is a frame of mind which militates very strongly against that eager co-operation which is essential to good oral work. The pupil of ten is as eager as anything to use his knowledge, and we must see to it that this sound instinct is kept alive by constant practice, by cultivating in our pupils the pleasure of making a good show. As I have already said, a necessary condition of this is that the work set for preparation should be easy. So much the better if the clever boy takes only a third of the time over it, he will have leisure for hobbies, reading, or mischief. Every boy must have the feeling that he *can* know his lesson before he will really *want* to do so. As for the clever boy, to whom the others have always been sacrificed in our schools, it is a great merit of these oral reproduction lessons that one can always throw him hard nuts to crack by the way, or give him a harder task than to the others; for example, sometimes that of putting the questions, and always that of correcting mistakes and supplying deficiencies.

After Reproduction by *Question and Answer* comes Reproduction in *Continuous narrative*, without the help of questions, the crowning exercise in applying what has been learned from each successive 'short story.' Here is the rub as regards the difficulty of insuring constant attention and co-operation. There can be no question of unison here. Each pupil must tell the story in his own way, and must feel that he has a few minutes before him in which to do so. But in this very divergence of the individual versions

can be found a source of interest and a motive for co-operation. If any pupil is of opinion that an important detail is being omitted, he must be free to put up his hand and claim its insertion, and when the storyteller halts in his tale a dozen hands should go up, ready to help him out of his difficulty with a question, or to take his place. Here, too, of course 'dragging' is fatal. It is often a severe tax on the tact and ingenuity of the teacher to keep the lesson going well. But for any teacher worth his salt this will only give all the more zest to the work. Naturally, as before, the pupils must feel that the task is well within their powers, and gradual training from the beginning is necessary. I have sometimes been obliged in a class which contained a large number of untrained or dull pupils to give up this kind of Reproduction, and be content with Question and Answer. But there is no doubt that, in a class of intelligent pupils who have been trained up to it, there can be no more interesting, more stimulating, and more instructive work than this, both for pupil and teacher.

The oral lesson in *Free Composition* will, of course, partake of the nature of both above-mentioned forms of reproduction. It is by question and answer that the piece will gradually be built up, whether we are engaged in summarizing the contents of a text that has been read, or in expanding a skeleton outline, or in composing an original narrative.

Finally, oral work finds also its place now, as of old, in *grammar exercises*, though not so extensively, perhaps, in French as in the more phonetically spelt German, Latin, Greek. It is well adapted to the most important form of grammar drill—*i.e.*, *verb drill*—if only care be taken to make the pupils bring out the terminations loud and clear. Some kind of conjugation table, like that on the cover of Orell Füssli's *Bildersaal für den Sprachunterricht*, will be found most useful in ensuring variety in this verb drill. But oral work lends itself to many other forms of grammar drill, such as Feminines, Position and Order of Personal Pronouns, Relative and Interrogative Pronouns, Constructions, etc. And in all these forms of drill answering in unison is almost always practicable, making the maintenance of interest and co-operation easy. I find it convenient as a rule to ask questions in turn, having recourse to unison for corrections.

And now, to recapitulate, I have tried to show that oral work lends itself to all forms of exercise whereby a language is learned, and only requires systematic organization under its various heads: Reading (Prepared and Unprepared),* Reci-

* No lesson is more exhilarating than that in which the class reads, without preparation, in the foreign tongue, an interesting book, well within their powers of comprehension, only stopping to ask for some necessary elucidation, sometimes to pass a spontaneous criticism, and with the knowledge that they will not be examined in it!

tation, Reproduction of every kind (Question and Answer and Free Narrative), and Grammar Drill. It only remains for us to compare notes as to our devices for making these various exercises as profitable as possible and for ensuring the co-operation of the whole class. I have ventured to indicate the general principle which must underlie such devices—*i.e.*, to induce, by the practice of answering in unison, the habit of thinking in unison, the necessary corollaries of which are that the oral work must move briskly, and that, to that end, the sum of work demanded must be well within the power of the class.

One word before closing on the written work. First, as to the proportion it should bear to the oral. I don't think we can hope to arrive at a consensus of opinion on this question in matters of detail. But if what I said above about the support given to the pupil in oral work is true, it will surely be admitted that as the child grows older he must learn more and more to stand on his own legs, and the only form of work in which he does so absolutely is written work. From this it would follow that written work (which must not begin before the second half of the first year) should be given an increasing importance as the course of instruction advances, bearing the ratio, say, of 1 : 2 to the oral work in the lower, 1 : 1 in the intermediate, and 2 : 1 in the higher grades. By these ratios I indicate relative importance in marks, not in time; for I suppose the time devoted to written work will be kept as low as possible throughout all grades.

Now, as regards this last point—the time devoted to written work—someone may say, 'Granted that practically the whole study of the language can be done orally, as you say, if we find that our pupils, though very good at their oral, are hopelessly inaccurate and careless in their written work, how can we escape the conclusion that we must give more time to the latter, which requires practice and the formation of habits by endless repetition, just like any other human activity?'

I accept the test of accuracy in writing; only, for reasons I shall give presently, I should not apply it as rigidly in the lower stages as under the old method. The pupils must from the first form habits of accurate spelling, and if we find this is not the case, we may have to put on more dictation for a term or so. But surely the best way of all is to devise means of laying the foundation of those habits in the oral work itself, of accustoming the pupils to *see* the spelling of a word when they *say* it, just as when practising music on can force one's self to identify the notes and the chords.

This would also be in accordance with the theory that written work is merely the accurate setting down in writing of what has been or might be read or said by the pupil. This is where the use of the black-board comes in, which is so important in the new method.

There is the occasional use of it, when pupils are called up to write a casual word or phrase; and there is the systematic use of it when during a 'Reproduction' four pupils or more are stationed at the board, and write each in his turn the questions and answers as they fall from the lips of teacher and pupils. When the Reproduction is finished each pupil reads what he has written, and his mistakes are corrected orally by the class.* This combination of Oral work with Dictation makes a most delightful lesson, exhilarating to both teacher and pupils, and its use in training the pupils to spell the spoken word to themselves is obvious. It is an excellent device for cutting down the requisite number of regular Dictations.

Finally, there is one more device whereby much can be done to train the intellectual conscience and to combat that fatal propensity of children for writing down nonsense which they would never dare to utter. It is to make it an absolute rule in the lower classes that all written work shall be done under the master's eye, and, except in occasional test exercises, that a pupil in doubt about or at a loss for a word, expression or construction, shall ask the master, who will either give the answer himself or get it from another pupil. The merits of this method are expounded in a most interesting article by Dr. H. Büttner in the June number of *Die Neueren Sprachen;* and even if one does not obtain all the results promised by the writer, it is evident that this forms a useful transition from the oral work, in which the pupil gets the maximum of support and help to the independent written work, in which he must eventually rely on himself alone. It has the great merit of choosing the moment of greatest interest to renew a vanishing impression, and under a skilful teacher it must help to develop in him that invaluable power—the power of discriminating between what he does and what he does not know.

FOR THE CONSIDERATION OF TEACHERS.

JUST before the holidays the Board of Education issued a blue-book with the title 'Suggestions for the Consideration of Teachers and others concerned in the work of Public Elementary Schools.' The price of it is eightpence. We are anxious to call the attention of teachers in secondary schools to this very valuable book. There is always some danger that they may pass unheeded what purports to be written for those connected with elementary schools.

The admirable introduction deals with the Purpose of a Public Elementary School; the Training of the Intellectual Faculties ('To enlist attention, and to ensure that

* Dr. Walter gave a most interesting account of this kind of lesson at last year's Neuphilologentag, reported in *Die Neueren Sprachen.*

the student remembers what he is taught, the teaching must, above all things, possess reality. The child must be taught to feel that the course of study set before him is not only a part of the discipline of youth, but bears some relation to human life, its interests and its needs. This need for reality should be borne in mind in every stage of education'); the Formation of Character ('In the matter of the moral training of children, a most important factor will be the habitual conduct of the teacher in the school. The example of his patience, kindness, and determination to be obeyed, of his constant watchfulness and scrupulous fairness, will evoke similar traits in his pupils, and will give point and force to formal instruction. . . . Efficient discipline under favourable conditions would form those good habits which make punishment unnecessary; and though circumstances often prevent this consummation, the undue frequency of punishment indicates faults in the teaching as surely as in the children'); the Use of Examinations; the Teacher and his Work ('The Teacher must know the children and must sympathize with them, for it is of the essence of teaching that the mind of the teacher should touch the mind of the pupil. . . . All the efforts of the teacher must be pervaded by a desire to impress upon the scholars, especially when they reach the highest class, the dignity of knowledge, the duty of each pupil to use his powers to the best advantage, and the truth that life is a serious as well as a pleasant thing').

Chapter I. deals with the Teaching Staff and the Organization of a School, Chapter II. with the Curriculum and Syllabus, and Chapter III. with the Methods of Instruction applicable to Infants, Younger Scholars and Older Scholars. From this we select a few sentences:

'It is worth while to give careful thought to the choosing and arrangement of school pictures. . . . The beauty of a picture, as of a song or poem, can be felt by children, even though they are unable to understand it fully. It is sufficient if a picture interests them, and when a picture fails to retain their attention it should be removed for a time, and another should take its place.

'It should never be forgotten that the better the teaching the larger will be the part played by the class itself during the lesson. The shorter the time during which the children are passive recipients the better.

'Out of school work is undesirable for children under ten.

'The importance of pace — of alertness in work—is too often lost sight of. . . . To insist, for example, upon the very best handwriting when a piece of composition is being done is obviously wrong.'

The fourth and following chapters contain suggestions for the teaching of various subjects and will be

of varying interest to secondary teachers, but all our readers will be glad to learn from Chapter IV. on the Teaching of English. We do not propose to give more than one extract from this extremely valuable contribution; we do not doubt that all earnest teachers who read these lines have already decided to spend eightpence on this blue-book.

The introductory remarks on this chapter we cannot refrain from giving in full:

'It is said that many, perhaps most of us, never fully recover from the wrong notions we often gain when we first come to consider mathematical processes, but this danger is far greater and more insidious in the case of our language —for language is the most perfect and accurate instrument mankind has for the expression of thoughts and ideas, and the measure of our power to understand and use language is the measure of our power to receive instruction in any branch of knowledge. For this reason, if for no other, the teaching of the mother-tongue is the most important part of school instruction. If the teaching is right, it will not only show the child how to express itself, but it will develop the power of thinking accurately and in connected sequence. If it is wrong, it will leave him the slave of half-understood phrases, incapable of reasoning, with a mind in which his passions and prejudices masquerade as thoughts.'

It is rarely realized how close is the connection between loose speaking and loose thinking, partly because most people are idly content with the most superficial ideas as to the nature of language. Probably no reform of our teaching is more earnestly to be desired and more likely to conduce to the strengthening of the national intelligence than the reform in the teaching of the mother-tongue, of which there are, fortunately, many champions, and foremost among them is the writer of the article to which we have referred. We are probably divulging no great secret when we add that he is one of the founders of the Modern Language Association. May his earnest and convincing words not fall on deaf ears.

CORRESPONDENCE.

ORAL EXAMINATIONS.

To the Editor of MODERN LANGUAGE TEACHING.

SIR, — Perhaps some of your readers would like to know what happened recently to a class of mine that was orally examined (?) in German. We had gone carefully through the reader, discussed the subject-matter and many other geographical and historical points bearing on the narrative, and I was personally under the impression that the class, as a junior class, would do by no means badly. About a fortnight before, a German schoolmaster had come into the class quite casually to see what was being done in English schools. He talked German with the boys, and ex-

pressed himself as well pleased with what he had seen. Naturally the boys presented themselves light-heartedly for their oral examination. But they did not know the ways of the English examiner. After asking three boys to read, he turned to the grammar and stopped there for the rest of the hour. Not one single question in German did he put to the class. One supposes that he could talk German; but one never knows. The boys were asked for the 3rd sing. pres. ind. of 'wissen,' for the genitives and plurals of various nouns, for a few past participles, and so on. We all know the style. Then they were asked such questions as, 'What is the difference between "schreiben" and "verschreiben?"' Judging from what the examiner said, he meant 'sich verschreiben,' but that can pass. 'What is the "er" in erkennen?' etc. Now, can anyone say that that is an oral examination in German? How much encouragement do we reformers get from a display of that kind? Doesn't it almost make one think that after all it is no use bothering about methods, and that it is better to stick to the old grammatical way?

Our French was a little better, but not much. The examiner told the class he knew nothing about the reader—it was not a book that he has yet himself edited, but that will no doubt come in due course—and under the circumstances he may claim to have done fairly well. True, he opened with, 'Now then, hurry up!' and, 'I don't want to be here all day!' etc.; but he did talk to the boys in French, and that is a small mercy for which one can be thankful.

Can the committee of the Modern Language Association do nothing to put an end to a state of affairs of this kind?

Yours, etc.,

NEUERE RICHTUNG.

FROM HERE AND THERE.

M. A. BELJAME, Professor at the Sorbonne, has been elected Clark Lecturer in English Literature at Cambridge for 1905-1906.

* * *

Cambridge University has accepted £630, subscribed by friends of the late Sir Leslie Stephen, for the endowment of a memorial lectureship in literature, and the Senate has approved regulations for the appointment of a lecturer.

* * *

Glasgow University has received a bequest of £500, under the will of the late Mr. McIntyre, Greenock, for founding a bursary in arts. Mr. R. W. Seton-Watson has founded a (probably biennial) Watson Historical Prize—'it shall never be of the value of less than £50'—to encourage the study of history and foreign languages.

* * *

Dr. Charles Bonnier, Lecturer in French in Liverpool University, has been appointed to the James Barrow Chair of French Language and Literature.

* * *

At Manchester University an Honours School of Celtic Studies has been formed in the Faculty of Arts, which places Irish and Welsh on the same level with classics and modern languages as subjects of study for the honours degree of the University.

* * *

Mr. Jethro Bithell, M.A., has been appointed Assistant Lecturer

in German at Manchester University.

⁂ ⁂ ⁂

At Bristol University College Mr. Richard Pape Cowl, M.A. Dublin, Lecturer in English Language and Literature in Birmingham University, has been appointed Professor of English Literature and Language.

⁂ ⁂ ⁂

Mr. Harold J. Turnbull, B.A. Oxon., Assistant to the Professor of Humanity in Aberdeen University, has been appointed Professor of English Literature in the Deccan College, Poona.

⁂ ⁂ ⁂

Mr. Ivor B. John, Assistant Lecturer in English, Cardiff University College, has been appointed to the Goldsmiths' Training College, New Cross.

⁂ ⁂ ⁂

Mr. Hans S. Dennler, B.L. (Berne), Modern Language Master, Arbroath High School, has been appointed head of the Modern Languages Department, Dundee High School.

⁂ ⁂ ⁂

The death is announced of Professor Alexander Melville Bell, in his eighty-seventh year. To phoneticians he is well known as one of the founders of their science; he invented 'visible speech,' and wrote many works on speech. His *Standard Elocutionist* made his name familiar to the general public. He was born in Edinburgh, where he lectured on elocution from 1843 to 1865. He was appointed Lecturer at University College, London, in 1865. Five years later he became Professor of Philology at Queen's College, Kingston (Canada), and in 1881 he went to Washington. His son, Mr. A. Graham Bell, was the inventor of the telephone.

⁂ ⁂ ⁂

Mr. Burch, the Principal of Norham Hall, Oxford, issues an attractive autumn programme of lectures and classes in English for foreign women students. Professor Raleigh gives a course of lectures on Shakespeare, and Miss Lee one on 'The English Novel of the Nineteenth Century.' Mr. de Sélincourt, the editor of Keats' *Poems*, has not yet announced his subject. The term is from September 27 to December 19.

⁂ ⁂ ⁂

A successful venture in Paris is worth noticing, for it meets the difficulty of finding suitable accommodation for women students, both of French and of foreign nationality, in the students' quarter. A hostel has been founded under the same roof as the Guild—*i.e.*, at 6, Rue de la Sorbonne, opposite the University Buildings. An experienced French lady-superintendent, who holds the brevet supérieur, has the management of all the domestic arrangements; she lives entirely with the students, and is at their disposal for assistance and advice respecting studies and other matters. Foreign students are invited to speak as much as possible in the intervals of study, and their mistakes are carefully corrected. Re-

ceptions and evening parties are held from time to time at the hostel, and ample opportunities are afforded for visiting—with or without an escort — picture-galleries, theatres, and other places of interest. All residents who are taking the full course at the Guild receive an hour's coaching every day at the hostel, in addition to the instruction given at the Guild. For a full scholastic year of nine months, beginning October 1, the terms vary, with size and position of room, from £54 to £90 per annum. Students may enter for shorter periods, and it is not necessarily required of them that they should attend the full course at the Guild at any time. For admission in October early application should be made to the Secretary.

EDITORIAL NOTE.

No. 6 of MODERN LANGUAGE TEACHING will be issued on October 1 ; Nos. 7 and 8 (6d. each) in November and December respectively. The annual subscription is 4s. The Journal is sent to all Members of the Modern Language Association who have paid their subscription (10s. 6d.) for the current year. Applications for membership should be addressed to the Hon. Secretary, Mr. W. O. Brigstocke, 31, Cornwall Road, Bayswater, London, W.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 72, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. F. B. Kirkman, E. L. Milner-Barry, and A. Somerville.

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MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

F. B. KIRKMAN, E. L. MILNER-BARRY AND A. SOMERVILLE

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ON THINKING IN A FOREIGN TONGUE.

It sometimes happens that a man acquires such a knowledge of a foreign language that his thoughts at times run in terms of the foreign language rather than in those of his own. It is a phenomenon which can hardly occur very early in life, except in the case of bilingual families or nations; and in that case the second language is hardly foreign. It is not quite a natural phenomenon, for even native bilingual people seem to think mostly in one language and translate into the other, although there are brilliant instances to the contrary, especially in Wales and Canada. It seems, in fact, to be, generally speaking, a state of unstable equilibrium, which can only be prolonged through some external support.

But it does sometimes happen that a man plunges so deeply into the study and usage of a foreign tongue that his thoughts run in it exclusively at certain times. Having had some experiences of this kind, in the course of a long linguistic career, I would like to relate them and discuss them a little.

The chief test is soliloquy. If a man voluntarily, and at times unconsciously, soliloquizes in a foreign language, that is clearly because his thoughts are running in it. I have had this experience three times over, at three different times in my life, with three different languages, but never with two of them at the same period. This is the feature which now strikes me most forcibly, looking back at all the facts. For they convince me that a good linguist may well be able to think about all the affairs of life in terms of two languages, but that to do the same in three is vastly more difficult. The difference is so marked that I am almost led to think that there is a physiological ground for it.

The habit of soliloquizing comes

very naturally to a meditative man, who likes to express his thoughts in words. I acquired it at first in English, and the results may be simply described as thinking aloud. But these results were sometimes inconvenient, and a time soon came when I always turned the incipient exclamation into another tongue. This process was, of course, at first voluntary, not automatic, like the original English one; but it will be seen how it afterwards became so. It is now so automatic that I am credibly informed that the words I utter in my sleep are always foreign. But it was a very long time before automatic soliloquy in any foreign language came to pass. The causes of that are chiefly accidental. I studied Greek and Latin very thoroughly for years, and never showed the slightest tendency to soliloquize in either. But the reason is now clear: it was because I studied both simultaneously; and therefore neither of them could gain that full possession of the speaking powers which seems to be essential, perhaps physically, to the power of thinking in another language.

In French and German, which I followed for years afterwards, results were, at first, very much the same, for I studied them both together. But the above-named germs of voluntary soliloquy in French or German had come into existence, and later events favoured their development. I studied French alone for some years in succession. I kept a French diary, and recorded in it daily all the chief events and feelings of my life. I thought in French, more or less, every day, and when the soliloquizing impulse came, I soliloquized always in French, for the revulsion from soliloquizing in English stood its ground continuously. There is a charming privacy about the foreign soliloquy which the English cannot give.

The same result happened later in German. I read large quantities of German; I wrote my diary in German; my head was full of German; and my thoughts ran often in a German mould, and bubbled out into German soliloquies, but never into French soliloquies. That is the salient lesson of the German period. The third language could only triumph by expelling the second from its privileged position.

Since then nearly the same thing has happened to me for a third time, in connection with the now well-known international auxiliary language, Esperanto. For more than two years past I have been enthusiastically engaged in learning, practising, teaching and discussing that remarkable language, and I find always, after finishing an Esperanto letter or article, that my ordinary thoughts run chiefly in Esperanto, and find expression from time to time in audible form. But I have also found, by unwelcome experience, that my readiness in French and German is considerably diminished thereby.

These observations will not possess much more than a personal value until they are confirmed by

other observers. But I imagine that they will be confirmed in the main; and then some serious corollaries respecting language-teaching will inevitably follow. The educational value of learning a language is exceedingly slight in its earlier stages. It is only when the learner can very freely wield the language that any worthy and permanent good is done. But this hardly happens in one case out of twenty, under our present system. The simple fact is that we attempt too many things. One thing done thoroughly is much better than two things half done; and in language the case is even stronger than that, for the second thing attempted sometimes partly spoils the first.

The prime lesson of these facts seems to be that the best thing for a school-child would be the thorough acquisition of one single foreign language, coupled with an equally thorough acquisition of the mother-tongue. One such language is necessary to everybody; for no one knows his mother language properly till he properly knows another. But a second foreign language may do more harm than good in that early period antecedent to all specialization. One great advantage of Esperanto is its phenomenal simplicity. It can be learned *well* in a mere fraction of the time which it takes to learn French equally well, and could easily be taught and practised in the elementary school. If all nations did the same, mankind would forthwith be linked in one by the ties of a common language.

We are really on the verge of a new period in modern language teaching—a period in which the modern language will hardly be learned at all for utilitarian purposes, but will be learned for its own sake, as a means of high æsthetic and intellectual pleasure. That is just how the Roman learned his Greek, and never troubled himself to go further. And there is no reason whatever why we should not study our chosen modern language, be it French, German, Italian, or whatever else, in the very same spirit. There is absolutely no reason, in the nature of things, why fine scholarship in French should rank one whit behind fine scholarship in Latin.

All international utilitarian intercourse can be carried on much more simply and unerringly in Esperanto than in any other language, and with much greater personal harmony and respect. When two good Esperantists meet, they never are moved to laughter at one another by amusing defects of pronunciation. The sounds are the simplest in language: they are, in fact, almost the common property of the human race. It is practically certain that the school will be led to make room for Esperanto somewhere, and that it will form some day an anxious subject for consideration by the Modern Language Association.

I had written thus far when a new light dawned upon me concerning the physical cause of these phenomena. When I was a member of the Liverpool School Board

the task of founding special schools for defective children was handed over to the committee of which I was chairman, and I have been coopted on the corresponding Council sub-committee ever since. The connection of this with phonetics is not at first sight obvious; but quite one-third of our children are defective in speech, and the field for observation in the pathology of speech is unlimited. We do not fully know the physiology, or even the psychology, of speech until we have learned to know its pathology. The normal is bounded on every side by the abnormal; and until we have got to know those boundaries the normal is not perfectly known to us.

The teachers and managers, and, above all, the medical advisers of the special schools, are obliged to study these things, and in England, Germany, and Switzerland they have formed national and local unions, in which the delicate problems continually arising are discussed. At Easter this year, in Bremen, this subject was treated, at the Biennial Conference of the German Special Schools Union, in an able paper by Dr. Winckler, of that city.

The fact which struck home to me in this paper was that the cerebral machinery of speech is double, and can act almost independently in two halves. It has long been known that right-hand activities of the body are chiefly connected with left-hand activities of the brain, and that the left-hand activities, being comparatively constant, leave the right-hand centres of the brain relatively unemployed. And the same thing extends largely to speech.

There are two pairs of great nerve-centres involved, the one behind the temples, for hearing, and the other at the lower corners of the forehead, for speaking; the former a sensory, the latter a motor centre, with intellectual connections between. When a man receives injury on the left side of the head his speech much oftener takes harm than when the right side is injured. And the uninjured right side can be animated by suitable training until speech is restored. The process is just like that of teaching a child to speak.

It is evident, therefore, to me that a man is capable of thinking all his thoughts in a second language, because his brain has two hemispheres, which are capable of working almost independently. But the third language fails because its demands cannot physically be met by two hemispheres only.

This hypothesis explains the speaking of the second language in sleep rather better than before. For the hemisphere used by the second language will be less tired, and will sleep, probably, less deeply than the other one.

R. J. Lloyd.

DISCUSSION COLUMN.

THE USE AND ABUSE OF CONVERSATION IN MODERN LANGUAGE INSTRUCTION.

III.

By F. Storr.

I HEARTILY welcome the discussion column in this month's journal, and hope that it will become a leading feature of MODERN LANGUAGE TEACHING. Nor could two better protagonists have been chosen than my old friends Mr. Longsdon and Mr. von Glehn, the one so Socratically sceptical, the other so Theætetus-like in his gladness to learn and to teach. As an old fogey, I feel some hesitation in intervening, and I would venture merely to throw out a few criticisms with a view mainly of provoking an answer. They shall, as you enjoin, be concise, and I am sure that my friends will not mistake concision for want of courtesy.

1. Mr. Longsdon starts off with a jeer at 'the mystic triangle' and scientific phonetic principles. My experience as an inspector differs from his. I have found by far the best pronunciation in schools where sound production was systematically taught, and there was constant reference to the *Lauttafeln* on the walls.

This is a point which apparently lies outside the main discussion, but I would propound to Mr. von Glehn this *aporia:* If the teaching is to begin with the formation of sounds, must not this instruction be given in the native tongue? or are we first to name in French the vocal organs?

2. Mr. Longsdon has evidently been worried by the cow with the crumpled horn, and his soreness is excusable. But he surely does not intend to ban all but one of the many picture methods, and not allow even this one to reckon as 'serious study.' In my opinion, no better method for beginners has been invented. The only difficulty is how to save the teacher from insufferable boredom. We need a greater variety.

3. 'All the teaching in the top class in the foreign tongue.' This is the main point on which I join issue with Mr. von Glehn. If we agree with Mr. Longsdon that conversation should be regarded as a means, not an end; if the true *telos* is an indoctrination into the soul of a nation through its literature, then I hold that by accepting this axiom we are sore let and hindered in attaining the goal. In the head form we shall be studying the masterpieces of literature—Molière's *Misanthrope* or Goethe's *Faust*. To secure a proper understanding of these works, the old-fashioned method of construing is, after all, the shortest, the safest, and the surest. We have, moreover, to think not only of the modern side—the boys who at sixteen, thanks

to the new method and an adequate allowance of time, 'can talk and write the foreign language correctly and easily' (it has never been my good fortune to come across such)—but of the classical side, who have had at best two lessons a week, and have been taught to regard modern languages as an innocent form of relaxation from the serious work of school. We have to bring home to such pupils the fact that a classic is not synonymous with a Latin or Greek author, and if we try to do this through the medium of French or German we shall be to them as sounding brass and a tinkling cymbal.

4. One final *aporia:* Should we teach grammar through the foreign tongue? Is the game worth the candle? I am not referring to concrete grammar teaching. Let us by all means teach the declension of adjectives by *un bel homme, une belle fille*, and conjugation of verbs by *j'aime mon père, tu aimes ta mère*. But so long as the nomenclature of French grammarians differs so widely from ours, and until such time as Professor Sonnenschein's *lingua franca* or some other common terminology is generally accepted, I doubt whether the inevitable confusion of mind that must result from calling the same thing by different names is compensated by the increase of vocabulary—a vocabulary which will serve no further use—and the very limited conversational practice that grammatical questions and answers afford.

5. One parting shot. 'To think in unison' may be the *beau ideal* of a Third Form; for a Sixth Form it spells *chinoiserie*.

IV.

Mr. Samuel Smith

(*Formerly Inspector in French to the L.C.C.*).

When the reformers laid it down as axiomatic that the instruction in a foreign tongue of young beginners should be chiefly oral and phonetic, they took up what was obviously a sound position. I can well remember the great advantage I possessed as a child over other boys in my French class, from the fact that I arrived amongst them with a little stock of prayers, poems, and rhymes learnt entirely by ear and known perfectly by heart. I believe that little early leaven exercised a vivifying influence over the whole of my subsequent studies of French. But in my humble opinion the reformers almost nullified the value of their reform, *as far as beginners are concerned*, by proceeding to lay down further dogmas, such as 'No translation till a later stage'; 'Exclusive use of the foreign tongue in the classroom'; 'Conversation from the very beginning'; 'All explanations to be given in the foreign tongue'; 'All grammar to be taught inductively,' and the like.

Of course, all these processes are natural and inevitable in the case of an English child learning English, but it is a fallacy to argue that they are equally applicable for the acquisition of a foreign tongue, in

the case of a child who is already completely articulate in his mother-tongue, who moves almost constantly in an English atmosphere, and whose opportunities for extended grammatical induction must ever remain severely limited by considerations of time. That child cannot be treated as though his brain were a linguistic blank. It is vain to invite him to think in French, to forget that he is English, to allow himself to float easily down the current of the foreign idiom. The native idiom is in active and overwhelming competition with the other. It holds the field so completely, it is so continually being reinforced by the conditions of the child's daily life, that it is impossible for any other idiom desirous of gaining a footing to ignore its presence. I therefore regard translation in some form or other as quite inevitable. More, I regard it as the prime condition of all progress in a foreign tongue, as the essential preliminary, under schoolroom conditions, of any real mastery of accidence, syntax, and vocabulary. The mother-tongue should not only be utilized as a standard of comparison, but treated as an admirably convenient instrument of initiation, to be progressively discarded as its use becomes less and less necessary.

Does it follow from what has been said that conversation should be banished from our programmes until the essentials of the foreign language—let us say French—have been mastered? By no means. Conversation (based directly or remotely on previous translation, or, at all events, on a vocabulary familiar to the class) is the one method by which those essentials may be mastered in the highest sense of the word. But if we are to look to conversation to do all that the English-French exercises do, and also a great deal more—viz., teach the facts of accidence and syntax, and effect their practical *mise en valeur* as well—it must, some of it, be of a very specialized kind, and should be at least as carefully organized as are the ordinary grammatical courses of written exercises.

This grammar-conversation should begin immediately after the close of what one might call the purely phonetic and recitation stage, and should for some time to come be the chief type of conversation practised. On the thoroughness of this drill depends the fruitfulness or otherwise of all other forms of conversation, particularly in schools where the continual translation of English sentences into French has fallen into disfavour. A few concrete examples will make the method clear.

1. The weak pronoun of the third person used with the imperative: *Teacher.* 'Ouvrez la porte, fermez-la, essuyez-la,' etc. (Pupil performs those actions.) *T.* 'Dites à X d'ouvrir la porte.' *Pupil.* 'X, ouvrez la porte.' *T.* 'Dites-lui de la fermer.' *P.* 'Fermez-la.' *T.* 'Dites-lui de l'essuyer,' etc. The negative. *T.* 'Défendez-moi de fermer la porte.' *P.* 'Ne fermez

pas la porte.' *T.* 'Défendez-moi de l'ouvrir.' *P.* 'Ne l'ouvrez pas,' etc.

2. The first person perfect of a reflexive verb: After preparing the ground in the usual manner, the teacher proceeds something like this: 'Hier vous êtes-vous levé avant six heures?' *P.* 'Oui, M., je me suis levé' (or, 'Non, M., je ne me suis pas levé') 'avant six heures.'

These examples might be multiplied *à l'infini*, for the whole of the essential grammar—the verb, the words which group themselves round the verb, the management of tenses and moods, all classes of pronouns, the agreement of adjectives—may be treated in this manner. The method consists, it is seen, in *eliciting* from the pupils every essential grammatical usage by means of specially devised questions and answers, commands, transmission by pupils to other pupils of the teacher's commands, transmission of questions, and many other similar devices. Instead of merely supplementing conversation by grammar-drill, it really merges them in one another.

The other types of conversation are indispensable in their proper place, such as those based on narratives, descriptions, histories, pictures, object-lessons, lectures, dictations, current topics, etc., are capable of raising a great many interesting questions, of which I will raise only one: At what stage should they be introduced? Reformers *à outrance* will answer: 'Begin at once. Throw your bread upon the waters, and see that you get it back immediately.' Their unfortunate disciples are to be found standing between a coloured picture and a week-old class, hammering out the most meaningless and dispiriting conversations imaginable. One might as well let fall a drop of water into an empty barrel and labour to get it out again intact. The pupils, if they answer the questions at all, give answers which are not the result of any constructive ability (how could they be?), but are merely bits of phrases learnt parrot-wise. This is the sheer abuse of conversation, as perverse as it is futile—conversation in the wrong place, conversation of the wrong kind. These lessons are built on nothing, lead to no grasp of cardinal principles, discredit conversational methods, and end in failure. It is quite useless to goad into conversation (and such conversation!) children possessed neither of grammar nor vocabulary; useless to harry them at every turn with explanations in the foreign tongue, explanations which are liable to be just as difficult as the original difficulty; useless to drive them off at a tangent every time an unknown word occurs, instead of guiding them along the straight line of the narrative, and helping them out copiously with lucid English.

Before general conversation on any scale is attempted, the ears of the children should be thoroughly steeped in the language; they

should possess a really wide vocabulary of words which they understand, even though they may be unable readily to use them; and they should possess some very definite grammatical notions, inculcated on the lines I mentioned above. For the purpose of tuning children to conversation-pitch, I know of no plan so valuable as the reading aloud to them of innumerable simple stories and fairy tales, a French-English vocabulary of salient words being made at each reading. The children listen, pen in hand, with the utmost avidity. The speed with which they gain the power of following the narrative, and of guessing the meanings of new words, would come as a revelation to those who have not tried this plan. After a certain time they begin to talk of their own accord, particularly if the teacher has been careful to keep that ideal before their minds by gradually leading them to use, and by using himself, the French equivalents of those expressions which occur in every classroom and at every lesson. Indeed, these *lectures à haute voix*, carefully graded and constantly revised at varying speeds, ought altogether to replace the class use of printed texts during the first years, and should even be continued to the very end. The use of printed texts, before the power of understanding is highly developed, is quite unscientific, the ear being partly paralysed when the eye is glued to a book. Many Reform Manuals for beginners have been written recently. The real reform is to write none at all.

P.S.—All methods in which conversation plays a large part are admittedly methods *à longue échéance*. I don't think even their warmest defenders would claim that it is possible, under school conditions, to teach a boy, *both* to talk French *and* to understand French literature by the end, say, of his fourth year. He may by that time have become fairly fluent, but within a very limited area. Now, there are numbers of secondary schools in England where four years' instruction in French is practically the maximum, on account of the fact that boys leave them at an early age for business. The scholarship boys at these schools often receive even less. Under a more or less non-conversational though not necessarily non-oral system it is easily possible in four years, without neglecting pronunciation, to teach pupils to read French at sight. On leaving school, therefore, they have arrived at fruition of a kind; they certainly do carry away something definite, for the ability to read a foreign book, pamphlet, or newspaper is a definite asset. But what of those whose four years have been largely given up to conversational practice? The close of their French education finds their vocabulary still very slender; literature is still sealed to them. Under these circumstances, is the power to talk a little really an adequate compensation? The question, therefore, arises, Are con-

versational methods, quick as they are *in the long run*, an injustice to boys who are never to enjoy the chance of having that long run?

V.

Mr. Otto Siepmann.

Being asked to give my opinion on the 'Use and Abuse of Conversation in Modern Language Instruction,' I venture to submit the following remarks:

1. The *use* of the spoken tongue in teaching modern languages is threefold:

(*a*) It gives the learner an opportunity of accustoming his ear to the sound of the foreign language, and of practising words, phrases, and constructions with which he has become acquainted in his reading or object-lesson, *and which he understands*. It would be desirable to continue this practice to such an extent as to enable the pupil to use them spontaneously, without thinking of the English, which he does at first, however *direct* or indirect the method may have been that brought them to his notice.

(*b*) It enables the teacher to cover more ground in a given time as soon as the pupils have attained a certain readiness in the application of words, phrases, and constructions with which they have become familiar.

(*c*) It helps the pupil in the appreciation of æsthetic effects depending on sound and rhythm, which is not without importance in the just estimation of good prose, and without which a complete enjoyment of poetry is impossible.

2. The *abuse* of the spoken tongue consists, to my mind, in the repetition of words, phrases, and constructions which the learner *does not understand*. I count under this head irregular verbs and other grammatical or idiomatic forms which the pupil is expected to take in through the memory alone and without understanding them. However, as it is extremely difficult with beginners to avoid such forms altogether, I should not be so pedantic as to adhere to this principle absolutely. As long as the forms referred to are few and far between I see no serious objection to them. It is quite true that children in learning their mother-tongue make use of a great many irregular forms at an early stage, but I am not of those who think that a foreign language can or should be learnt, *in the classroom*, by the same process by which the mother-tongue has been acquired, for experience shows that it is impossible to do so in the time which is at the teacher's disposal. Moreover, it would seem foolish to attempt such a thing, because the child that begins to learn a foreign language is not so good at imitation, as is the child of two or three years old. On the other hand, a schoolboy comes to his task with reasoning powers, which should be made use of and developed, and by doing that a great deal of time can be saved in mastering difficulties. To take an example: A child learning

German by the imitative process takes years and years before it has acquired a correct use of the attributive adjective, though it speaks and hears nothing but correct German all the year round, while a schoolboy, to whom the declension of adjectives has been explained, requires an infinitesimally shorter period of time to overcome this difficulty. Many of us used to fail in our modern language teaching because we did not give enough time and attention to the *Einübung* of what had been explained. The consequence was that pupils 'knew' —*i.e.*, understood — many things well enough, but they came to grief when they were to *apply* their knowledge, for the simple reason that they had not had enough practice in the application of words, phrases, and constructions which they had learnt. The danger seems now to be that we try to make our pupils use forms which they do not understand. The consequence is that their performances are very faulty and slipshod, because the memory is not sufficiently supported by the intellect.

3. The proper use of 'conversation—*i.e.*, the use of the spoken language—therefore, seems to lie in the application, in *viva voce* practice, of what has been explained and understood. At the earliest stage it will, I think, be practicable to carry the *Einübung* of *everything* that is learnt to the point of fluency. Later on it is not possible to do so, because the mass of material which has to be dealt with is so enormous, that there is not sufficient time to extend the *viva voce* practice over every inch of the ground that is ploughed. At this stage a division must be made between matter that is to be brought home to the pupil to such a point that he can readily use it himself, and other matter which he masters only to the point of understanding it. The result of this differentiated treatment will be that the pupil on the one hand acquires a knowledge of words, phrases, and constructions which he understands when he sees or hears them, but which he does not use himself; and, on the other hand, that he learns words, phrases, and constructions which are practised so often and in such a variety of ways that he uses them readily himself.

The method by which the spoken tongue is practised is, of course, different at various stages. While at first it consists in the naming of things and in the answering of questions on a passage read or an object described, it becomes later on more connected, so that a class which, for example, has read a description of Le Tombeau de Napoléon I^{er} will be able to say a few connected sentences when the teacher indicates the portion to be described by saying: (1) 'Le coup d'œil du Pont Alexandre III.'; (2) 'Les Invalides'; (3) 'La chapelle des Invalides'; (4) 'Le Tombeau'; (5) 'Réflexions sur la vie du grand empereur.' In the highest classes of all, pupils should be led to reproduce in connected

language a short summary of any chapter of their Reader or subject of literature, recently treated, or any passage of composition recently translated.

Conversation - classes, aiming chiefly at imparting everyday chit-chat, are, in my opinion, to be condemned, because they are no part of education. At the same time, such conversational knowledge has, of course, its practical value, and may, for this reason, be *occasionally* indulged in as a relaxation, but the tone of the regular lessons ought not to admit of these trivialities. I would, likewise, disapprove of lessons in conversation given by a separate teacher, for the whole class-teaching of *one* language at least should be in the hands of one and the same teacher, as far as each class is concerned. The use of the spoken language must pervade the instruction as a whole, and is, therefore, not a branch which should be dealt with separately.

VI.

By Mr. F. Reynolds (Cardiff).

If you ask me how to account for the slipshod work in French and German, of which examiners and others complain, I venture to reply that it is mainly due not to the use of the oral method, but to the abuse of examinations.

We may say that all of them include (1) translation of a prepared author, (2) unseen translation, (3) a paper on grammar, (4) translation of English into French: many, but not all, also include (5) dictation and (6) an oral examination. In some schools that I know of, such an examination with the exception of (4) has to be taken by pupils who have been learning French for two years, and they have this further incentive to hard work that the dictation is taken from an *unseen* author. Will some educational expert kindly tell us how to reform our methods of teaching with this monster awaiting us next July? What use (or abuse) of conversation can we make with such a task before us? Can anyone picture to himself Dr. Walter's language (in English or German) if he was hampered by the trammels of such an examination? What I have stated above is an absolute fact, but at the same time a very extreme case, and I imagine there are very few schools where the conditions of French teaching are so bad. The unfortunate master who has to prepare a form for this test, has the certain knowledge that his work will be badly reported on, however much he may overwork himself and his pupils during the next nine months. If he devotes the greater part of his time to Parts 1-4 of the examination, his pupils will do badly in Part 6; his methods will be described as antiquated; he will be charged with not having kept abreast of the times and with masquerading under false pretences as a teacher of French. Sarcastic questions will be asked as to how he employs his holidays and his

leisure hours, and whether he has ever heard the names of Viëtor, Walter, Passy, and other reformers in the teaching of modern languages. If, on the other hand, he devotes the greater part of his time to Part 6 the written work of his pupils is certain to be slipshod, especially their composition, whether it be translation from English into French or original composition in French. Then will arise the cry about the abuse of conversation, the superficiality of the new method, the straining after showy effect before the inspector, *et hoc genus omne!*

And here, I think, that we have got to the root of the whole matter. This cry of the 'abuse' of conversation would never have been raised, if slipshod work had not been shown up in examinations. But the blame of this slipshod work is not to be attributed to the use of conversation, but to the inordinate demands made on the modern language teacher. Conversation, as every one should know, cannot be taught in an odd quarter of an hour once a fortnight. It takes time, and, what is more, a great deal of time, and the modern language teacher's task has been more than doubled by this additional work. It would be interesting to know in how many schools the time allotted to modern languages has been, I will not say doubled, but increased by the space of one half hour a week. If any of these examiners who write such damning criticisms of the work sent up by the teachers who try to work on modern lines, or any of those 'educational experts' who draw such invidious comparisons between results obtained in Germany and those obtained in England, would condescend to look a little into the conditions under which English teachers of modern languages work, I think we should hear less about slipshod work and the abuse of conversation, and more about the reform of the curriculum of our secondary schools, and the need of common-sense in our examinations.

On the other hand, there is no denying that conversation, if properly used, affords considerable help in preparing boys for these examinations. My experience has lain mostly with boys who have been doing French for two years, some according to the newer methods, some in the 'good' old-fashioned way, and I can fully endorse Dr. Walter's assertion that boys who have been taught conversationally, whether from pictures or by any other means, make a far better show in translation than those who have done nothing but translation all their life. They know better what they are about, they seem to take a keen pleasure in utilizing, in a new way, the knowledge they have already acquired, and they assimilate and frequently of their own accord begin to use the new vocabulary and expressions they find in their text. The first difficulty to be contended with is the reading, for those who have been taught conversationally have not had much

practice in it, while those who have been taught in the good old style have generally had none. The piece to be translated as night-work must be read through the preceding day, otherwise the boys' untutored minds acquire for themselves all kinds of strange pronunciations which are difficult to eradicate. But when the reading is finished, any time left over can be most usefully employed, in explaining any difficult words or idioms that may occur in the text. Such explanations should be given in French if the class is far enough advanced, but it is here, I think, that an abuse of one form of conversation crops up, in three ways. Firstly, there is a great danger of trying it too soon: it should only be attempted with a form that has been with the same teacher at least one term; he ought by that time to have a very good idea of what vocabulary the pupils possess. Secondly, there is a danger of trying to explain words which are difficult to explain even in one's native tongue: explanation should be attempted only of those words, whether verbs, adjectives, or nouns, which convey simple ideas—*e.g.*, an explanation of *ivre* is easy and can be understood by boys who have learned French but a short time, whereas the explanation of *orgueilleux* would involve ideas and language considerably beyond the scope of the average boy between the ages of twelve to fourteen. Thirdly, there is the great danger that the teacher, through his anxiety to do as much as possible in the short time at his disposal, may not take steps to ensure that what he says is understood, or, if understood, will be remembered. Here, again, I think I have found a reason why so much of the time devoted to conversation is wasted. The teacher is anxious to use the foreign tongue as much as possible, in order to train his pupils' ear and to get them into the way of understanding the spoken language, but he is apt to forget that practice in speaking the language is of equal or even greater importance. The British schoolboy, on the other hand, has generally only one wish —to be let alone. If he is let alone, he can dream as much as he wishes of the last football match, or can indulge in interesting speculation as to what pudding there will be for dinner, and therefore is quite content to wear a hypocritical air of attention and intelligence, provided the teacher will go on 'gassing' and not trouble him with inconvenient questions. The teacher should make it a point of exacting from the class again in some form or other everything that he says. He may, if he likes, talk for five minutes at a stretch, but he *must* get it back from his pupils, first by short questions and answers, and then in a connected form from at least one individual—otherwise all his talking is waste of time and breath. It is the failure to do this that is responsible for so much loss of time, and it is this loss of time which is the cause of a great deal of

the slipshod work for which the 'new method' is blamed.

While there is no doubt serious danger of wasting time by efforts to train our pupils to talk, there is, on the other hand, a very practical benefit to be secured by the use of conversation in another slightly different direction. If the translation has been properly prepared, it should not take the whole period to hear it. There are various methods of economizing time which I need not enter into here. The remainder of the time can be spent most usefully in asking rapid questions on the subject-matter of what has been read, after which one member of the class may be called to give an account of it in his own words. A real economy of time is effected by this, for it makes revision a far lighter task, and at the same time the pupils are receiving very fair preparation for the oral examination which awaits them at the end of the year.

Another 'branch' of oral work needs discussion. The one I have dealt with so far is based entirely on the Reader. The examiner generally refuses to base his examination on it, and prefers to talk about general subjects, perhaps because he feels that the candidates might easily be 'crammed' with the Reader—in fact, might learn it off by heart—or because he has not time to read the large number of books he would have to 'get up' in order to conduct the examination in that way. Whatever be the grounds for the oral examiner's methods—and I do not wish for one minute to imply that those methods are in the least wrong—the fact remains that the teacher has to coach his pupils in conversation on general topics. How is he to do it? One method is to make the class learn by heart the questions and answers of a book of 'conversations.' Anything more futile it is hard to imagine, and this may be safely classified as one of the abuses of conversation. Another is to take various subjects suggested by the book that is being read, and to discuss them with the class. This is certainly a far better plan, if care is taken that all the discussion is not carried on by the teacher; but it has the disadvantage of being very unsystematic, and it is not every Reader that lends itself readily to this treatment. In a letter to the *School World* for August I threw out suggestions of a more systematic method of oral work, which has the advantage of confining the conversation to France and the French people, and of freeing the oral work from the accusation of being aimless and discursive; but whether there is time to carry it out in the short time given to modern languages, and whether it conduces to the free use of idiomatic expressions which is required in an ordinary conversation is to my mind very doubtful.

In conclusion, it appears to me that improvement in the work in modern languages in our schools depends on two classes of people,

firstly, the examining bodies; secondly, the teachers. As long as such heavy demands are made by the examinations, and such a large extent of ground has to be covered, slipshod work can be the only result. On the other hand, teachers must make up their minds to give up all vain repetition of stereotyped phrases, never to say anything without having it reproduced by the class in some form or other, and to systematize their 'conversation' lessons. Every word pronounced by them or by their pupils must be pronounced with a definite aim.

VII.

By Miss Neumann (St. Margaret's, Harrow).

One complaint against the rigid conversational method is that it is apt to lead to inaccuracy, unless it is taught by a very skilful teacher and under favourable conditions. By the latter I mean a classroom with no noise from without and sufficiently isolated to allow plenty of noise from within.

Ten years ago, when I was teaching in one of the largest high-schools in the North, I tried an experiment with a class of about twenty-five girls, average age eleven. I taught them German from the very beginning without the use of the mother-tongue, entirely on the oral system. The results, as far as the oral work was concerned, were excellent, and quite dazzled the examiner at the end of the first year. However, I soon realized the drawback of this method when we began to do written work and grammar exercises. I came to the conclusion that while oral work should be the chief means of instruction during the first year, a certain amount of written work in the form of copying and dictation should be insisted upon from the very beginning, so as to insure accuracy, which is the most important factor in learning a foreign language. It is not sufficient for children to see the words: they must reproduce them in writing in order to remember them.

In the second year a special lesson should be set apart for conversation, and I venture to say that even with forty minutes a week given up to conversation very good results can be attained. Of course, it must be borne in mind that more than in any other lesson the success will depend on the personality of the teacher. In the highest form it should be possible to make the conversation lesson of greater educational value by teaching the literature and history of the said country in the foreign tongue.

MODERN LANGUAGE ASSOCIATION.

THE forty-sixth meeting of the Executive Committee was held at the College of Preceptors on Saturday, September 23, 1905.

There were present the Chairman of Committee (Mr. Storr), Messrs. Allpress, Kirkman, Longsdon, Rippmann, Somerville, and the Hon. Secretary (Mr. Brigstocke).

Arising out of the minutes of May 27, 1905, the question of the return visit of our French colleagues was discussed, and the HON. SECRETARY was instructed to write to the Secretary of the Société des Professeurs de Langues Vivantes, with a view to finding out the most convenient date.

The Hon. Treasurership. — The question of Mr. PAYEN-PAYNE'S successor was discussed, and a decision postponed until the next General Committee Meeting.

Rules and Regulations of the Association.—The stock of these rules being exhausted, various small changes in the wording with a view to bringing the new copies up to date were suggested, and it was resolved to submit proofs to next General Committee Meeting.

The following new members were elected :

1. Miss E. S. Buchheim, 9, Connaught Road, Harlesden, N.W.

2. A. W. Coates, B.A. (Lond.), Kyverdale, Raincliffe Avenue, Scarborough.

3. J. E. H. De Herrenberg, Esq., the Grammar School, Doncaster.

4. J. B. D. Joce, B.A., The Strand, Bideford, Devon.

5. Miss F. C. Johnson, M.A. (London), 80, South Clark Street, Edinburgh.

6. Miss C. M. Mason, House of Education, Ambleside.

7. Miss C. M. Schnell, 81, Oxford Gardens, Notting Hill, W.

8. C. E. Wright, M.A., Friary Lodge, Richmond, Yorks.

9. C. H. Greene, M.A., S. John's, Berkhamsted, Herts.

10. Professor W. S. Cormick, M.A., LL.D., the Merchants' Hall, Edinburgh.

11. Frank H. Newman, Esq., Shire Hall, Durham.

12. Miss Winifred Mary Kidd, 13, Crofton Road, Heaton, Bradford.

13. Horace G. Wyatt, Esq., Central Training College, Lahore, India.

14. Monsieur A. Cammartin, 20 bis, Rue de Chartres, Neuilly s/S.

15. John Neil Downes, Esq., Higher Elementary School, Hornsey, London, N.

16. Rev. Dr. Noakes, Vicarage, Edale, viâ Sheffield.

17. Thomas Robert Davies, M.A., 2, Fassett Square, Graham Road, N.E.

18. G. Besselaar, Esq., Eendracht School, Pretoria, South Africa.

19. Professor A. V. Salmon, University College, Reading.

20. Miss Z. Brewer, Martindale, Sevenoaks.

21. W. H. Counsell, M.A., St. Aldates, Sevenoaks.

22. Miss Mary H. Werner, 43, Nassington Road, Hampstead, N.W.

23. Miss Hilda Partington, 48B, Clanricarde Gardens, W.

24. A. E. Thomson, Esq., Riversdale, Shore Road, Llanferfechan, North Wales.

25. Arthur Button Young, M.A., Ph.D., Michaelhouse, Balgowan, Natal.

List of Members.—The stock of lists of members being exhausted, the Committee resolved to have the new lists printed in smaller form for convenience' sake.

Mr. KIRKMAN moved: (*a*) That, with a view to considering the possibility of co-operation with other associations of modern language teachers, a subcommittee be appointed to investigate the question in detail with instructions to report back.

After considerable discussion the Chairman asked Mr. Kirkman to approach the French and German Associations with a view to finding out how far they would be likely to meet our proposals; further discussion was therefore postponed until the next meeting.

(*b*) That, with a view of drafting a resolution to be presented at the next Annual General Meeting, a subcommittee be appointed to consider and report on the various University regulations in respect to examinations for a degree in modern languages.

The resolution was adopted in principle; the Chairman stated that he was at present sitting on a Board which was investigating the matter, and Mr. Somerville proposed waiting for the report of the Board instead of appointing a subcommittee at once. The Committee decided to await the report.

THE ESPERANTO CONGRESS AT BOULOGNE.

THE MODERN LANGUAGE Quarterly some time ago gave a description of Esperanto, the then untried auxiliary international language. A few months later the *Spectator* published an eloquent article, in which it said that 'There seem to be only two alternative plans by which such an auxiliary speech as is desiderated can be obtained. One—at first sight the simpler, but proving on consideration to be hedged about by almost insuperable difficulties—is the choice of some existing language for use in all countries as the second language. French has long been used in this way for the purpose of diplomacy, but for the wider uses now proposed it is not easy to persuade the world at large to agree to learning any one existing language. . . . The alternative is the invention of an artificial language to be taught in schools all over the world, and to be used solely for international communication. Of these by far the most prominent is Esperanto.' The *Times* at that date

kept a discreet silence. A little later it quoted from the favourable report sent in by the English Consul at Boulogne. On August 8 of this year it devoted a leader to the subject, which, although not altogether favourable, contains such sentences as this: 'Undoubtedly there is much to be proud of in the achievement of Dr. Zamenhof and his disciples. They have overcome difficulties which they were told were insuperable; they have proved that persons speaking different languages can hit upon a medium of intercourse tolerably satisfactory for some purposes. The Congress itself, with business transacted by people of some twenty nationalities, is a fact not to be explained away.' Further on in the leader the *Times* fell into the mistake of supposing that the promoters of Esperanto had intended to do away with the study of other languages; but in successive issues were published letters from the President of the British Esperanto Association and the English Consul at Bordighera showing the falseness of this supposition.

The reason of the change of attitude is not far to seek. The Congress itself is a fact not to be explained away. The theatre which was requisitioned for the Congress was filled in pit, stalls, boxes, and gallery with people from every quarter of the globe, some 2,000, drawn from twenty-two different nations and speaking eighteen languages, an assembly certainly unique in this, that they all used the same tongue. Even at the height of its prosperity Rome never counted in its assemblages delegates from such countries as Manchuria, Persia, and New Zealand. This is the fact which, according to the *Times*, could not be explained away, and which it is well for teachers of modern languages to consider. Many of those present went to Boulogne in doubt, for they had been assured that it was impossible for such various nationalities to understand each other's accent and pronunciation; yet the hopes of all were fulfilled to the highest degree. As Dr. Zamenhof rose to open the proceedings there was breathless silence, succeeded after a short ten minutes' speech, which everyone present understood, by a tumultuous applause, and from that moment the business went steadily on. The formation of the central organization, the question whether it should be for language purposes only (a sort of Académie Française for Esperanto), or for business purposes and propaganda also, were warmly debated. Now would spring up a man from Bulgaria, there in the dress-circle a man from Montreal claimed attention, then from the stage itself the German delegate added his word to the discussion, and so on morning after morning. The evening was given up to dramatic performances, songs, and recitations; the afternoon was chosen for special gatherings, such as freemasons' meetings, peace societies, etc. One gathering was for teachers, and it is to be re-

gretted that England had sent no representative. The speaker for Switzerland was not a teacher, but Edmond Privat, a student, a lad of about sixteen, who was not only eloquent enough to hold the attention of some hundreds of people, but who is also the editor of the special Esperanto magazine for young people, the *Juna Esperantisto*.

The British Esperanto Association has at present 32 groups, varying in number from the seven necessary persons to 200 or more; France has 69 groups; Austria-Hungary, 11; Belgium, 7; Bulgaria, 12; Germany, 22; Malta has but 2; Japan, 5. Russia, which had until just lately the largest number of Esperantists, has but 8 groups, because there are so many legal formalities to go through, and the necessary permits are extremely difficult to obtain, so there the adhesions are individual. The nearest approximate calculation gives 220 as the number of groups, every country in Europe being represented, and the dependencies of every such country, together with the South American States. The British groups are affiliated to the British Esperanto Association, 13, Arundel Street, Strand. Its President is Colonel Pollen, V.D., LL.D., C.T.E.*

I will conclude my article with a specimen of Esperanto taken from Dr. Zamenhof's speech on the first day of the Congress at Boulogne. The translation is as nearly as possible literal, but Esperanto has a distinct style of its own. A verse from a translation of Longfellow's 'Excelsior' follows, and the first stanza of one of Dr. Zamenhof's original poems. The 'j's,' which give such a peculiar look to Esperanto, are sounded like the soft German 'j' or our English 'y,' and it is therefore as pleasant to the ear as it is ugly to our unaccustomed eyes:

'Sankta estas por ni la hodiaŭa tago. Modesta estas nia kunveno; la mondo ekstera ne multe scias pri ĝi, kaj la vortoj kiuj estas parolataj en nia kunveno, ne flugos telegrafe al ĉiuj urboj kaj urbetoj de la mondo; ne kunvenis regnestroj, nek ministroj, por ŝanĝi la politikan karton de la mondo, sed tra la aero de nia salono flugas misteraj sonoj, sonoj tre mallaŭtaj, ne aŭdeblaj por la orelo, sed senteblaj por ĉiu animo sentema: ĝi estas la sonoj de io granda, kiu nun naskiĝas.'

'Sacred is for us this day. Modest is our congress; the outside world knows not much about it, and the words which are spoken in our gathering will not fly by telegram to all the cities and towns of the world. Neither rulers nor Ministers gather here to change the political map of the world, but through the air of our hall fly mysterious sounds, very quiet sounds, and not audible to the ear, but perceptible to every sensitive soul. It is the sound of something grand, which has just been born.'

EXCELSIOR.

La nokto rapide la ombrojn delasis,
Tra Alpa villaĝo junulo trapasis,
Tra neĝo, glacio, standardon portanta
Kun tia devizo mirinde sonanta:
Excelsior!

* We are informed that if a group of six or more teachers expressed their desire to know more of Esperanto, the Secretary of the British Esperanto Association would at once arrange a meeting or series of meetings.—EDITOR.

Ho, Mia Kor' !	Rough Translation.
Ho, mia kor' ! ne batu maltrankvile,	Oh heart of mine, beat not so unquietly,
El mia brusto nun ne saltu for !	From my breast spring thou not forth.
Jam teni min ne povas mi facile,	Even now, I cannot restrain myself easily,
Ho, mia kor' !	Oh heart of mine.

UNIVERSITY OF LONDON: HOLIDAY COURSE FOR FOREIGNERS.

The second holiday course arranged by the University of London again attracted a large number of students, who followed the many and varied lectures and took part in the classes with unflagging keenness. One hundred and forty-four students came from thirteen countries—50 from Germany, 23 from France, 19 from Sweden, 14 from Denmark, 13 from Holland, and smaller contingents from Austria, Finland, Hungary, Italy, Japan, Norway, Russia, and Switzerland. Nearly two-thirds of the whole number took the full course from July 17 to August 18.

The following list of lectures gives some idea of the ground covered :

Sir Arthur Rücker delivered the Inaugural Address.

Mr. Cloudesley Brereton : *English Place-names and their Significance* and *The Plays of Bernard Shaw.*

Mr. W. O. Brigstocke : *The Public-School Boy at Play and at Work.*

Mrs. Alma Murray Forman : *A Recitation.*

Mr. G. E. Fuhrken : *English University Life* and *Swinburne.*

Professor Hall Griffin : *Wordsworth, Byron,* and *Shelley* (seven lectures, including two lantern lectures).

Mr. W. E. Harlock : *Some Points of English Word Order.*

Dr. H. Frank Heath : *The Influence of Recent Legislation upon Secondary and Higher Education in England* (two lectures).

Dr. T. J. Lawrence : *The Legislature* and *The Executive.*

Mr. John Lea : *Fifty Years of English Art, with Special Reference to the Pre-Raphaelite Movement* (two lectures, including one lantern lecture).

Mr. Bernard MacDonald : *Two Recitations.*

Mr. Alfred Milnes : *Free Trade.*

Mr. Arnold Mitchell : *English Architecture* (two lantern lectures).

Professor Walter Rippmann : *The Phonetics of Modern English* (five lectures).

Dr. R. D. Roberts : *The University Extension Movement* and *The Constitution of the English Universities.*

Dr. Max Walter : *The Application of the Reform Method to the Higher Stages of Modern Language Teaching.*

The students also had conversation classes daily, in which English life and ways were discussed and questions of international interest debated. Much attention was devoted to phonetics, and a marked improvement was noticed in the case of almost every student, the speech becoming both more accurate and more fluent. The standard of intelligence and of knowledge was distinctly higher than last year; the notice in the circular that no arrangements

would be made for beginners evidently had the desired effect. The oral examination was taken by 52 students, and although the requirements were severe, 28 of these succeeded in obtaining a first-class certificate.

It was generally recognised by the students that the number of lectures and classes provided was sufficient; more would have proved too great a strain for men and women who for the most part had just completed a year's hard work as teachers. Their object was not merely to get as much practice in speaking and hearing good English: they also wanted to see something of London, which, with its wealth of museums, libraries, and historical buildings, possesses unique attractions and offers unrivalled opportunities to the foreign student.

The social side of the holiday course was almost as important a feature as the purely intellectual. Excursions were made to places of educational interest (Cambridge, Oxford, Eton, and Harrow), and to other places likely to be attractive to students (Hampton Court and Burnham Beeches). Invitations were also received to At Homes at Bedford College and at Wentworth Hall, Mill Hill, as well as to prize distributions and annual sports at various schools. Parties of students were taken over St. Paul's Cathedral, the Foundling Hospital, St. Olave's Church, Dr. Barnardo's Homes, Toynbee Hall, the Passmore Edwards Settlement, and the British Museum. There was a conversazione at the University on July 17 and a students' concert on August 14.

The students were on admirable terms with the staff and with each other, and they seemed well pleased with the arrangements which had been made. Useful suggestions were offered for the next course, which will doubtless receive careful consideration.

We understand that the course in 1906 will last for four weeks—from July 16 to August 10.

THE VACATION COURSES IN MODERN LANGUAGES IN EDINBURGH.

In August of this year the first holiday courses in modern languages in Scotland were held in Edinburgh University. For eighteen months those interested in the matter had been considering the advisability of holding such courses, and in the end a Council was formed, which included many of the most prominent educationists in the country.

The programmes offered by various Continental Universities have year by year attracted many Scottish and English teachers; but however much one may desire to improve one's French and German, it is not always possible or advisable to go abroad every summer, and the experience of August has shown that in a month one may

learn within the gates of one's own University, if not much of the national life of our neighbours, yet much of their language and literature. Then, too, it is but right, as the *entente cordiale* cannot be a one-sided thing, to offer to our friends an opportunity of visiting us and getting to know us better.

Although the steps taken by the Council were all directed towards meeting a long-felt want, and although the programme offered was of the best, still, there were many who had doubts of its ultimate success. However, the large numbers that assembled on August 1 in the University were sufficient to satisfy even the most sanguine. Over 420 students were received in the name of the city by the Lord Provost of Edinburgh, and in the name of the University Sir William Turner, the Principal, accorded a hearty welcome to all.

Two hundred and nineteen names were enrolled for the whole course, and in addition 134 for a half course. Of these 353, 230 were British students, 89 were German; among the remaining 34 were representatives from France, Belgium, Denmark, Sweden, America, India, Japan, Siam, etc.

English, French, and German were the languages studied; a few lectures were delivered in Italian by Signor Pastor Arias, who also conducted a practical class; and the Council were successful in securing the sympathy and services of some of the most distinguished professors and teachers.

The study of Phonetics, although it has not yet won the unqualified approval of Scottish teachers, occupied the most prominent place. Even those who most despised this science were tempted to the study of it on reading the names of Sweet, Passy, and Viëtor as lecturers. The enthusiast knew what to expect, and was not disappointed. The number of converts is not known, but it is not small. Dr. Julius Freund (St. Andrews) lectured during the first half course on 'Deutsche Phonetik auf sprachgeschichtlicher Grundlage,' and these lectures, treating the subject from the point of view of the Englishman, formed a splendid basis for the more general lectures on German Phonetics by Professor Viëtor.

In English, Professor Kirkpatrick, guided by his long experience with his class for foreign students in Edinburgh, was of great assistance in explaining those difficult points which are found in English grammar and language, even by those who have long studied them.

Professor A. Jeanroy (Toulouse) treated a subject which receives too little attention in Scottish schools and Universities—the history of the French language.

But phonetics and grammar, without the charms of literature, would form rather hard fare for the holidays, and the Council could not have been more happy in their choice of exponents of French literature.

Dealing with 'La littérature rustique,' Professor Morillot (Gre-

noble) introduced us to new authors, but did more in showing new beauties in books with which we were already familiar. More than one novel of George Sand and of Balzac was re-read after Professor Morillot had talked of it. Professor Guy (Toulouse), in his studies of French poets and novelists of the nineteenth century, touched some of the notes Professor Morillot had struck and sustained, but touched them so lightly as to give no feeling of repetition, but rather to make a harmonious whole of our month's studies.

The English lectures scarcely formed a connected whole: Mr. D. P. Heatley gave four lectures on 'Political Thinkers.' Mr. G. Gregory Smith (Edinburgh) gave in five lectures a very general but clear outline of English literature since the fifteenth century; then Mr. A. A. Jack (Cambridge) wandered with us through the demesnes of Tennyson and Browning; we listened to the charm of the soft melodies of the one, and felt all the hopefulness of the other's grand gospel of work.

Herr Pastor Reimer, in his sketch of the history of German civilization, showed us that nation's debt of gratitude to her great ones —to the Luther who, striving to purify religion, also aimed at giving her unity of language; to the leaders in war; to the masters in music; to the Bismarck whose dream was a united Deutsches Vaterland. It was left to Professor Witkowski (Leipzig) to lift the veil still farther from two of Germany's greatest sons—to give us, no mere outline of two lives, of Goethe and Schiller, but to tell us the history of two men, poets, dramatists, and thinkers, travelling on the same sea of life, but far apart, each bearing his own great light and watching the gleam of the other's as it rose or fell with the waves and the storm, till Schiller arrives in his nearer port, and leaves his friend to lament him and to glory 'denn er war unser.'

To an audience composed mainly of teachers, the lectures on Method were of peculiar interest. Herr Direktor M. Walter (Frankfort) gave in four lectures a thoroughly practical exposition of the New Method. One may or may not agree with and act upon the theory which was advocated, but all must agree that there was much to be learned in the way of teaching a modern language. The present conditions of examination in Scotland, however, render all such extreme reform impracticable and impossible. Miss B. H. A. Robson's sketch of Modern Language Methods showed us what progress had already been made, and gave us hope of better things for the future. The information about school editions and about books useful for the teacher was most welcome to all.

The practical work of the course was not neglected. Small groups were formed for reading, etc., in the various languages, and were conducted by very able teachers. The lectures and practical classes were held in the morning and

afternoon; in the evening students met to hear literary recitations and lectures on scientific subjects. Dr. Halm gave two interesting and instructive lectures on the 'Sun' and 'Astrophysical Research,' and Lieutenant Shackleton gave a very graphic account of his experiences in Antarctic exploration. These lectures, as well as that of Councillor McArthy on Historic Edinburgh, were accompanied by limelight views.

Some of the literary recitations were revelations in their own way. Mlle Marie de Nys (Théâtre Sarah Bernhardt) showed us the easy grace and made us feel the passion of some of her favourite poets. It was only after the glow had somewhat died down that one could take mental notes for future guidance. Fräulein Faber (Göttingen) recited with a dignity and clearness of enunciation which showed us what a lasting impression can be made by the reading of a simple German ballad. Recitations in English for the foreigners were given by Mr. and Mrs. O'Connor and Mr. R. C. H. Morison.

As no lectures were given on Saturdays, the Council arranged excursions, and the students visited Craigmillar Castle, the Scott Country, and Linlithgow.

To those who attended the full course in any language and satisfied the tests of proficiency a certificate was granted. The Scottish Education Department accepts those teachers who gained the certificate as qualified under Article 91 (d) of the Code. The step taken by the Council to insure this was of the utmost importance to many Scottish teachers.

There is no doubt whatever that, while improvement in minor points will inevitably follow in future years, the main work of the Council is on the right lines and has been a great success. Professor Kirkpatrick, the Hon. Secretary, cannot be thanked too sincerely for his untiring energy, and the heartiest congratulations may be offered to the Council, professors and teachers, on the great success with which their efforts have been attended.

M. A. B.

EXAMINATIONS.

UNIVERSITY OF LONDON:

Junior School Examination, July, 1905.

This may be regarded as the most recent attempt to provide an examination suitable for boys and girls of about fifteen, and in the papers set last year—and still more in those set this year—there is evidence of the desire to test the power of applying knowledge rather than the knack of reproducing what has been 'crammed.' The paper in English is a great improvement on that set last year; and as the teaching of the mother-tongue is justly attracting attention, we re-

print this paper; the time allowed for it was an hour and three-quarters.

1. Give the gist of the following passage in modern English, using less than half the number of words:

'One of the first questions is at what age children should be sent to school, for they should neither be delayed too long, so that time is lost, nor hastened on too soon, at the risk of their health. The rule, therefore, must be given according to the strength of their bodies and the quickness of their wits jointly. If the parents be not wanting in means, and there is a convenient place near, wherein to have the child taught, and a teacher with sufficient knowledge, and with discretion to train him up well by correction and teaching him good manners, and fit companions, such as so good a master may be able to choose; and if the child also himself have a good understanding and a body able to bear the strain of learning, methinks it were then best that he began to be doing something as soon as he can use his intelligence, without overtaxing his powers either of mind or body, as the wise handling of his teacher will direct.'

2. Give historical reasons for the different sources of English words, and tell what you can of the derivation of any *six* of the following: *person*, *doubt*, *not*, *advance*, *metropolis*, *disaster*, *chivalry*, *court*, *stranger*, *rattle*, *geography*, *lord*.

3. Suggest a suitable word to fill up each of the blank spaces in the following sentences:

(*a*) I am acting on the . . . . that you agree with me.

(*b*) I should have . . . . him with more sense.

(*c*) A very honourable duty was . . . . to him.

Her illness is approaching a . . . .

(*e*) He made no . . . . to what had happened.

4. The word *still* may be used as several different parts of speech. Give a short sentence illustrating each distinct use, and state the part of speech in each case.

5. Compare the English reflexive pronouns, in the matter of formation and convenience, with those of any other language you know.

Or,

Write out any verse of poetry you know, and tell what you can about its metre.

6. Give the general analysis of the following sentences:

(*a*) It is no vicious blot, murder, or foulness, that hath deprived me of your grace and favour.

(*b*) Better thou hadst not been born than not to have pleased me better.

(*c*) Thou think'st 'tis much that this contentious storm invades us to the skin.

7. Write out the whole of any short poem dealing with some incident of war.

Or,

Give an account of such a poem, illustrated by quotations from it.

8. Explain any *four* of the following passages:

(*a*) Which makes her seat of Belmont, Colchos' Strand, and many Jasons come in quest of her.

(*b*) What is the opinion of Pythagoras concerning wild fowl?

(*c*) Though some of you, with Pilate, wash your hands, showing an outward pity.

(*d*) You all did see that on the Lupercal I thrice presented him a kingly crown.

(*e*) The thane of Fife had a wife; where is she now?

(*f*) Saint George might waken from the dead, to see fair England's standards fly.

(*g*) These Inquisition dogs and the devildoms of Spain.

(*h*) Let fancy still my sense in Lethe steep.

(*i*) Thou gaudy gold, hard food for Midas, I will none of thee.

(*j*) She came adorned hither like sweet May, sent back like Hallowmas or short'st of day.

(*k*) When beggars die, there are no comets seen.

(*l*) Her husband's to Aleppo gone, master o' the *Tiger*.

(*m*) O saviour of the silver-coasted isle, O shaker of the Baltic and the Nile.

(*n*) Where your old bards, the famous Druids, lie.

The time for the paper in English composition was also an hour and three-quarters; candidates were warned not to spend more than half an hour over 1.

1. Sketch the plot of one of Shakespeare's plays; *or*, Tell shortly the story of one of Tennyson's longer narrative poems.

2. Write an essay on *one* of the following subjects:

How far do improved means of communication add to the happiness or well-being of mankind?

An imaginary peep into the contents of a postman's bag.

My first impressions of a boarding-school (in the form of a letter written to someone at home).

My favourite hobby (such as photography, gardening, or collections of any kind).

The papers in FRENCH and GERMAN were very much on the same lines as those set last year by Dr. Edwards. It will be noticed that they might fairly be given to pupils of fifteen, whether they have been taught according to the older methods or the reform method. Questions 2 and 3 in the French paper are of interest as examples of applied grammar. It may be maintained with some confidence that a pupil who obtains a high mark on this paper has really acquired some useful knowledge of the language which he is able to apply; and that mere cramming is of little avail in preparing for such an examination. The time for each of the following papers is one hour and three-quarters.

FRENCH.

1. Put into good English:

Le matin, à son réveil, Yvon essaya de reconnaître le pays où le hasard l'avait jeté. Il aperçut dans le lointain une maison grande comme une cathédrale, avec des fenêtres qui avaient cinquante pieds de haut. Il marcha tout un jour avant d'y arriver, et enfin se trouva en face d'une porte immense, avec un marteau si lourd que la main d'un homme ne pouvait le soulever.

Yvon prit une grosse pierre et se mit à frapper.

Entrez, dit une voix qui retentit comme le mugissement d'un bœuf; au même instant la porte s'ouvrit, et le petit Breton se trouva face à face avec un géant qui n'avait pas moins de quarante pieds.

— Comment t'appelles-tu, et que viens-tu faire ici? dit le géant, en prenant notre aventurier au collet, et en l'élevant de terre pour le voir plus à son aise.

— Je m'appelle *Sans-Peur*, et je cherche fortune, répondit Yvon, en regardant le monstre d'un air de défi.

— Eh bien, brave Sans-Peur, ta fortune est faite, dit le géant d'un ton de moquerie; j'ai besoin d'un valet, je te prends à mon service. Tu vas entrer de suite en fonction. Voici l'heure où je mène paître mon troupeau; tu nettoieras l'étable.

2. Lines 1 to 12 (Le matin . . . à frapper). Tell this passage in the first person

singular, putting *je* for *Yvon*, and with the verbs in the present instead of the past.

3. Lines 15 to 30 (le petit Breton . . . à mon service). Rewrite this passage, putting *les petits Bretons* in place of *le petit Breton* and *les géants* for *le géant*, and making such other changes as become necessary.

4. Write out in French words the following times:

2.30 [half-past two], 2.40, 2.45, 3, 3.15; and the following dates:

3: vii. [3rd July], 15: iv., 29: x., 11: viii.

5. Describe in French the room in which you are.

6. Tell in French a short story about an animal.

7. Mention some English sounds which do not occur in French, and some French sounds which do not occur in English. (To show which sounds you mean, give words in which the sounds occur and underline the letters which spell the sounds.)

GERMAN.

[*Some marks will be given for good writing in German characters, but marks will be deducted if the writing is poor. Therefore write in English characters if you cannot write quite neatly in German characters.*]

1. Put into good English:

Auf einem hohen Berge stand vor langer Zeit eine Burg, und der Ritter, der darin wohnte, war ein sehr grosser Riese. Einmal ging sein Töchterchen ins Tal hinab, um zu sehen, wie es da unten wäre, und kam an ein Feld, auf dem die Bauern gerade pflügten. Da blieb sie vor Verwunderung stehen und schaute den Pflug, die Pferde und Leute an, denn alles das war ihr etwas Neues. Ei, dachte sie, das nehme ich mit, kniete nieder, breitete die Schürze aus, strich mit der Hand über das Feld und tat alles in die Schürze. Nun lief sie vergnügt zurück nach Hause, den Berg hinaufspringend; wo der Fels so steil war, dass ein Mensch mühsam klettern musste, da tat sie nur einen Schritt und war oben.

2. Lines 11 to 20 (Ei, dachte sie . . . und war oben).—Rewrite this passage with the verbs in the present, and also give the past participles of those verbs which are strong.

3. Answer in German the following questions. Give full answers, but do not wander from the point. Use pronouns in place of the substantives which occur in the questions. For example: Wo war die Burg? Sie stand auf einem hohen Berge.

(i.) Wer wohnte in der Burg?
(ii.) Wohin ging das Mädchen?
(iii.) Was sah sie dort?
(iv.) Was taten die Pferde?
(v.) Warum musste sie niederknieen?
(vi.) Wohin ging sie dann?
(vii.) Warum war sie vergnügt?
(viii.) Warum war es nicht mühsam für sie den Berg hinaufzuspringen?

4. Put the substantives in the following sentences into the plural, and make the other changes that become necessary:

(i.) Auf einem hohen Berge stand eine schöne Burg.
(ii.) Seine Tochter ging ins Tal hinab.
(iii.) Sie strich mit der Hand über das braune Feld.

5. Put into good English:

Ei, was blüht so heimlich im Sonnenstrahl?
Das sind die lieben Veilchen, die blühn im stillen Tal,
Blühen so heimlich im Moose versteckt,
Drum haben auch wir Kinder kein Veilchen entdeckt.
Und was steckt sein Köpfelein still empor?
Was lispelt aus dem Moose so leise, leis hervor?
'Suchet, so findet ihr! Suchet mich doch!'
Ei, warte, Veilchen, warte! wir finden dich noch.

6. Describe in German any garden you know, and say what you do there.

7. Complete the following sentences by

adding a substantive with the article and a suitable adjective:

(i.) Er steht bei . . .
(ii.) Sie gingen durch . . .
(iii.) Wir spielen oft mit . . .
(iv.) Der Hund lag unter . . .

* * *

The following paper on the teaching of French and German was set in the recent examination in the Theory, History, and Practice of Education at Oxford:

SPECIAL SUBJECT.

THE TEACHING OF FRENCH AND GERMAN.

[*Candidates are expected to attempt Question* 1, *and not more than* FOUR *others.*]

FOR CANDIDATES TAKING GERMAN.

1. Describe in detail the method you would adopt in teaching the present of *haben* to a class of beginners (average age fourteen), giving your reasons.

2. Draw up a syllabus of work for the first term of German instruction, assuming a small class, average age fourteen, and four hours a week, inclusive of one at home. Explain the principles upon which your syllabus is based.

FOR CANDIDATES TAKING FRENCH.

1. Describe in detail the method you would adopt in teaching the inflections and the use of the partitive article (excluding exceptions) to a class of beginners (average age eleven), and give your reasons.

2. Draw up a syllabus of work for the first term in French, assuming a small class, average age ten, and about five hours a week. Explain the principles upon which your syllabus is based.

FOR CANDIDATES TAKING EITHER FRENCH OR GERMAN.

3. What are the principles that should govern the teaching of grammar?

4. Discuss the arguments for and against the use of the phonetic transcript in the class-room.

5. Compare the educational value of French and German for the English secondary school.

6. What principles should govern the teaching of a French or German classic?

7. Compare the purpose of modern language instruction as part of the curriculum of (*a*) the secondary school, (*b*) the University.

8. What are the chief difficulties in the way of the teaching of a modern language in secondary schools, and how would you overcome them?

9. Compare the psychological processes involved in translating into English from French and Latin prose respectively.

[*September*, 1905.]

* * *

OPEN COMPETITION FOR CLERKSHIPS IN THE HOME CIVIL SERVICE (CLASS I.), THE INDIA CIVIL SERVICE, AND EASTERN CADETSHIPS, AUGUST, 1905.

French.—The passages for unseen translation were well chosen; they were not merely suited for testing the vocabulary, as has too often been the case. The passages for composition were of reasonable length and of the right difficulty. The essay subjects were a little hard, and it is not likely that many candidates had time left for an adequate treatment of any one of them.

The questions on language were not so satisfactory. We were glad to see that the translation of fifteen lines of Old French was made compulsory; this should become the rule. Two of the remaining five

questions were to be answered, and presumably they were therefore meant to be equal in value. But does a candidate deserve equal credit for a full answer to each of the following questions?—

3. 'What was the declension of substantives in old French? Quote a few survivals of old French declension in modern French substantives.

4. 'Explain the difference between (*a*) Je viendrai à Londres dans huit jours, and Je viendrai à Londres en huit jours; (*b*) Je sais ne pas vexer cet homme, and Je ne sais pas vexer cet homme; (*c*) Je ne sais pas dire ces mots, and Je ne saurais dire ces mots.

6. 'Give a few synonyms of *vaillant*, *contrée*, *commandement*, *mettre*, and carefully explain the meaning of each of them.'

There are no questions on prosody or on phonetics, and none on syntax, unless No. 4 (given above) be classified under this heading.

The questions on literature are also not quite satisfactory. It will hardly be credited that the examiners made the following question compulsory this year:

'Influence exercée par l'épopée française sur la littérature anglaise, la littérature allemande, la littérature espagnole, et la littérature italienne.'

We have rarely seen a more flagrant case of the need of competent moderators in an examination where the caprice of examiners has never been properly checked. Consider this question, which is *compulsory*. The examiner evidently thinks it essential that candidates should have a knowledge not only of French epic verse (not confined to any particular period!), but of its influence on four other literatures. If the influence of French epic verse is to come within the student's purview, why not also the influence of lyric and dramatic verse? Why not frankly say that the candidates in French must also have a fine all-round training in comparative literature?

It would be instructive to take the papers in French language and literature set at this examination during the last ten years, and to draw up a syllabus based on these questions. It would make amusing reading. The commissioners have never issued a syllabus, and probably never will; they are content to let things go on in the present erratic fashion.

There are seven other questions in the literature paper, three of which are to be taken. There is not a single question on the older period among these; two are on writers of the second half of the nineteenth century.

It is distressing to find such a relapse after the good paper of 1904.

German.—The paper in unseen translation and composition is very long indeed, and it is safe to say that the examiner himself would have taken four or five hours, instead of three, to produce a result deserving full marks. These papers used to be long enough before an essay was added; now they tend to become so unwieldy as to be quite unmanageable.

The questions on language are distinctly difficult, but better on

the whole than in the French paper. Modern syntax is not neglected, and there is a passage of Middle High German for translation which might well have been made compulsory. In the literature paper a good question on Schiller is made compulsory. Of the remaining ten questions, three are to be done by the candidates. With the exception of a question referring to Gottfried von Strassburg, there is nothing about the literature before 1760. In neither section of the paper is there a question on prosody.

Taking the German papers as a whole, they show a great improvement on those set last year. The only grave objection to them is the inordinate length of the translation paper.

FROM HERE AND THERE.

It is a good sign that the number of Honours students of Modern Languages at Cambridge continues to be high. The Tripos this year was taken by 48 (17 men and 31 women), and the Annual Examination for first and second-year students by 66 (32 men and 34 women). This gives a total of 114 students for the past session, which is very satisfactory. It is to be hoped that there will be some good material in the candidates competing for scholarships in Modern Languages in November and December. We understand that, although the oral part of the examination is voluntary, candidates are strongly recommended to take it, and that their future teachers consider some knowledge of Latin eminently desirable for those who wish to study Modern Languages seriously.

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At Queen's College, Belfast, Mr. Gregory Smith has been appointed to the Chair of English Literature. He is an Oxford man who has devoted himself specially, but by no means exclusively, to the Elizabethan period; for some time he has been assisting Professor Saintsbury.

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At Queen's College, Cork, Professor Stockley, who holds the Chair of English in the University of Ottawa, has been appointed Professor of English History and Literature.

❧ ❧ ❧

At the East London College Miss Kate M. Warren has been appointed Lecturer in English, Mr. W. G. Hartog, B.A., Lecturer in French, and Miss Constance B. Low, Lecturer in German.

❧ ❧ ❧

Miss Grace Charlotte Pollard, who took the Modern and Medieval Languages Tripos, has been appointed Lady Principal of Riebeck College, Uitenhage, Cape Colony.

❧ ❧ ❧

Mr. R. Norwood, Modern Language Master at the County High

School, Isleworth, has been appointed Headmaster of Lutterworth Grammar School.

* * *

The Rev. H. J. Chaytor, of the Merchant Taylors' School, Crosby, has been appointed to a post in the new King Edward's School, Sheffield.

* * *

We have already made reference to the *Skandinavisk Månadsrevy*, which is edited by Messrs. H. Hungerland, C. S. Fearenside, and C. Polack, the Lectors in German, English, and French respectively at the University of Lund. The first three numbers, for May, September, and October, are now before us, and they are full of interest for teachers, not only in Scandinavia, but in other countries also where English, French, or German are taught. Particular attention is given to matters of direct practical interest; there are articles of a bibliographical character, exercises in translation from Swedish into English, French, and German, reviews, articles on Jules Verne, Schiller, etc. Those of our readers who are interested may like to know that the *Skandinavisk Månadsrevy* appears in ten monthly parts, and that the subscription for the first year is 8s. 6d. The German publisher is Mr. O. Ficker, Heidelberg. For the kindly references to MODERN LANGUAGE TEACHING we are grateful to the editors, and cordially wish them the success which their enterprise deserves.

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly; the last number of the first year will be issued on December 1, and will contain the title-page and index of the first volume. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent to all Members of the Modern Language Association who have paid their subscription (10s. 6d.) for the current year. Applications for membership should be addressed to the Hon. Secretary Mr. W. O. Brigstocke, 31, C[illegible]ll Road, Bayswater, London, W.

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MODERN LANGUAGE TEACHING

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EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

F. B. KIRKMAN, E. L. MILNER-BARRY AND A. A. SOMERVILLE

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DIREKTOR WALTER ON THE DIRECT METHOD.

AFTER a long absence from England, Dr. Max Walter, the Direktor of the Musterschule at Frankfort, has renewed his acquaintance with us and made many new friends. Who could resist the charm of his genial presence, or the persuasive power of his enthusiasm? With remarkable energy he took every advantage of his four months' stay. He visited schools, had talks with many of our educational leaders, and lectured at Bolton and Scarborough, Edinburgh and Glasgow, Oxford and London. Needless to say, he warmly advocated the employment of the reform method, not only in the lower forms (in which he would find few to oppose him seriously), but also in the highest French and German classes in the school. In order to give some idea of the principles which Dr. Walter holds and carries out in his teaching, we reprint the main points of an address delivered in the Christian Institute, Glasgow, on the evening of September 28. Mr. Mackay, to whom we are indebted for this summary, mentions that the hall was crowded before the advertised time of meeting, and it was found necessary to adjourn to a larger hall.

After some introductory remarks by Miss Young (Park School), who presided, regarding the important influence which the lecturer had exercised on the development of the Direct Method in Germany and elsewhere, Dr. Walter gave a full explanation of the method.

He illustrated the direct association of the foreign word with the object picture or action, rather than with the word of the native language. From the outset there must be constant exercise in conversation within the range of the vocabulary, in order to get a complete possession of the words and idioms. At a very early stage simple stories could be taught, and

by dint of question and answer, repetition of contents, and association of the words and idioms that occur in them with previous words recalled by the pupils in their natural connection, the whole would be woven into their mental fibre.

Songs not only lent liveliness to the instruction, but, with careful attention on the part of the teacher, the prolonged musical sounds formed a powerful aid to pronunciation.

Training in phonetics was indispensable for the efficient teaching of the pronunciation of foreign languages. The pupils, of course, did not require to know the science of phonetics, and many teachers preferred to avoid the use of phonetic texts in school; but if the errors of children were to be properly corrected, if they were to be taught to avoid certain mispronunciations by placing the tongue, lips, etc., in such a position as to prevent them, the teacher must himself have studied the subject. He thought it better to place nothing but phonetic texts before the pupils for some months, so as to avoid the confusion that arose from the different sounds given to the same letters in the native and in the foreign language. With proper care the transition to the ordinary orthography was not in practice difficult. Phonetic training was no less useful in the case of the mother-tongue. By its aid a pronunciation, within certain limits uniform, would be attained in the different parts of the country.

The native language must, as far as possible, be excluded, because of its distracting influence. It was not merely because of the great loss of time occasioned by translation, but of the fact that pupils were so engrossed with the work of translation as to pay no heed to the train of thought, and that the new words and idioms did not remain in their memory associated with the thoughts by means of which they could be recalled. While it was advisable to use a native word to translate a foreign one, when an explanation in the foreign language would involve undue loss of time, it was nevertheless better to explain foreign words by more simple foreign expressions. Indeed, it was better for English-speaking pupils to use dictionaries written wholly in French or German—*e.g.*, the small dictionaries of Larousse or Larive-Fleury. The teacher should explain in the foreign language the difficulties of the new lesson, asking the pupils to hold up their hands when unknown words and constructions occurred. They should be asked to write the definitions of these words from the foreign dictionaries, so far as their own vocabulary enabled them to understand them.

In going over the lesson for the day, questions should be asked upon the contents, and as many synonymous expressions as possible should be required.

In the higher classes individual pupils should be asked to give a connected account of the contents of passages in the foreign tongue,

while the others took notes of the errors in pronunciation, words, phrases, grammar, and contents.

Grammar should be taught inductively, the rule following the example. After certain constructions had occurred more than once, the pupils should be asked to recall the context in which they occurred, and from these known examples they should be helped to deduce the rules for themselves. Afterwards the formal statement of rules acquired in this way could be learnt from the grammar. How much deeper was interest in rules so acquired and illustrated than in abstract rules learnt before the constructions had occurred, and illustrated by disconnected examples that had never occurred in their reading! One or even several pages of the reader could be searched in order to find examples of constructions that were being studied.

The reading lesson was the means by which grammar, vocabulary, and idiomatic construction should be acquired. The substitution of connected thoughts in lessons founded upon objects, pictures, actions, poems or stories, for disconnected sentences was of great importance. But all these ideas must be worked into the texture of the child's thoughts by question and answer between master and pupils, and also between one pupil and another. Fluent conversation would be better taught if the pupils were obliged to give the contents standing in front of their class.

Instead of making translations in the foreign language, which necessitated the use of expressions culled from the dictionary that had no relation to their acquirements, the pupils should be taught to write down parts of the lesson for the day, or of stories read by the teacher. In the highest classes unseen work read by the teacher should be immediately rendered by the class in their own words. No doubt teachers might be compelled by the exigencies of examinations to teach systematic translation into the foreign languages, but they should reduce it to a minimum, and confine it as much as possible to a few months preceding the examinations.

Fluency in reading the foreign language should be encouraged as an important aid in both the acquisition and the use of the language.

While avoiding, as a rule, translations from the foreign into the native language, and thus saving a needless waste of time, it was desirable to give occasional practice in careful and idiomatic translation.

As the pupils advanced they should be made more intimately acquainted with the literary character of the passages studied, with the social and political history of the foreign nations, and with the physical characteristics of their countries. Such a method of teaching made great demands on the time and strength of the teacher, but it was for the

school authorities to give due consideration to the fact.

After some questions had been answered by Dr. Walter, a vote of thanks, proposed by Mr. Scougal, H.M.I.S., was awarded him.

DISCUSSION COLUMN.

THE USE AND ABUSE OF CONVERSATION IN MODERN LANGUAGE INSTRUCTION.

The discussion on the above subject will be concluded at the annual general meeting.—F. B. KIRKMAN.

VIII.

PROFESSOR J. J. FINDLAY
(*Victoria University*).

AS I understand that this debate on paper concludes with the present number, I will offer, first of all, a few remarks on the previous contributions.

1. We must all agree with Mr. Kirkman that sound practice is always the outcome of sound theory, but he will be misunderstood in declaring that we must 'become sound theorists first.' For sound theory is the outcome of experience —of an experience that is all the while searching for principles, comparing the personal experience with the achievements and failures of others; harking back, too, to deeper principles in all the sciences which contribute to explanation of the phenomena. But some of our best teachers have had little time or opportunity to go back to physiology or psychology, and it is all the more creditable to them that they get at sound theory simply from first-hand observation and experiment with their scholars.

2. And this experience can scarcely be gained by one teacher working alone. The value of Mr. von Glehn and Mr. Reynolds' papers seems to me to be largely due to the fact that they have evidently worked with colleagues and with classes through *several years* of a school, so that the process of acquiring the foreign language has been traced to some definite issue, only reached after at least four years in a scholar's course.

No judgment, in my opinion, is worth much in this discussion unless it is based upon work achieved by cooperation of this kind. Where the modern language staff of a school is prepared to join hands on a permanent plan for using the foreign speech year after year, subordinating personal views in order to give 'sound theory' a fair chance, it is possible to achieve results which can only be credited when they are seen and heard. It has been my good fortune to witness such work only this morning in a large secondary school in this neighbourhood. This is a matter of staff organization, and will re-

ceive more and more attention as our schools advance in general efficiency.

3. Even then we have the leaving examinations to reckon with. Mr. Reynolds' complaints are caustic, but have much truth in them; it is a misfortune, indeed, if the Central Welsh Board, which had so fair an opportunity for encouraging progress, should recently have adopted a reactionary policy. Mr. Reynolds' analysis of the additional burdens laid on those who seek to put sound theory into practice should be carefully noted by those who control public examinations.

Nevertheless, these examinations leave us fairly free until the fifth and sixth forms are reached, and much can be done in the earlier years which cannot be undone even by the most conservative of boards. For he who has faith in his theory and in his colleagues will find that scholars who have learnt really to 'use' the foreign tongue (as a language can and must be used for the expression of thought and for the enlargement of experience) are all the better equipped for the artificial processes required for public examinations.

4. Mr. Storr (p. 197) ought not to shelter himself under the plea of 'old fogeyism.' *Que diable allait-il faire dans cette galère!* I am sure that when he spares an hour to read Molière or 'Faust' for his own benefit he does not pursue the 'old-fashioned method of construing.' I assert that no one, boy or man, has 'indoctrinated himself into the soul of a nation' by tearing away a choice work of literature from its native soil. Translation into the native idiom has indeed its use in the realm of culture, as we all know who have shares in the translation pages of *The Journal of Education;* but this is mainly as an exercise in English, *after* the foreign language has been acquired.

One can say this and yet quite agree with Mr. von Glehn (p. 180) in admitting the value of association at times between a foreign symbol for an idea and an analogous native symbol. This association, however, is not 'translation' as usually understood, for the translator seeks to retain in the consciousness of his pupils a permanent association between the two. He desires *Ich bin* always, habitually, to recall 'I am,' whereas the direct teacher will induce a habit of exactly the opposite kind. With his scholars 'I am' will *fall below the threshold of consciousness.* For one of his chief aims, in the first two years, is to overcome the powerful resistance of 'the native idiom,' to which Mr. Smith calls attention (p. 199). This resistance, mental and physical, due to the connection of the symbols of native speech with the expression of ideas, has become ingrained by years of exercise (motor, auditory, visual) from infancy; and the new habit can only be established by diligent practice, according to the *universal laws by which habits of all kinds are acquired.* But Mr. Smith argues in an exactly opposite sense, or appears to do so.

This supreme necessity, to overcome the resistance and establish novel reflex habits, gives the answer to Mr. Storr's (p. 198) query as to grammar. What grammar is required *should* be conversed about in the foreign tongue, always assuming that your scholars have acquired grammatical conceptions as a part of the English course. If modern language time (all so scanty, as both Mr. Storr and Mr. Reynolds agree !) has to be spent on grammatical discussions, then the language of discussion should be foreign. And with one happy result—that you are compelled to cut out all the mass of non-essential material invented by grammarians. Mr. Storr is really answered by Mr. Smith (p. 199), showing that part of the intercourse of the classroom must be specially-organized conversation (compare Mr. von Glehn, p. 183, first column). But to pursue the problem in this aspect takes us beyond the limits set by Mr. Kirkman.

5. Summarizing, then, my own theory and practice, I hold (*a*) that the acquirement of a foreign language consists essentially in the establishment of a habit by which experience can be expressed in that language, first in speech, later in writing; and (*b*) that the experience to be expressed is concerned with the life, manners, environment, culture of the nation that employs that language. All questions as to the place of grammar, the use and abuse of 'conversation,' the reading of literature, the use of pictures, can only be rightly handled when we start from this basis.

True, we must start in our English classroom from the mental condition of the class before us—we cannot transport them to Paris or to a German winter scene at once, even with the aid of pictures; but from the first lesson onwards we can and do begin to establish the habit—*i.e.*, to exclude the vernacular, and to exchange ideas in the foreign medium.

6. Answering, finally, Mr. Kirkman's three questions in order:

(1) My complaint against the use of 'conversation' (defined as Mr. Kirkman very properly defines it) is, first, that it is not used enough; that it is indeed useless if it be not the medium by which the language is acquired in the earlier as well as the later years of study. Secondly, that the skill required to establish this habit is so great, and requires so many favourable conditions (glanced at above) to insure its establishment, that we seldom find real success achieved in English schools.

(2) I do not think we are justified in complaining at all! More progress has been made in England since 1891 (when Viëtor and Passy attended the Cheltenham Conference) than in the previous three hundred years. Conversation in Tudor times *was* real speech, both Latin, French, and Italian; it has become speech again in some schools, instead of a mere ornamental appendage. We can complain as much as we like of reaction, of unwillingness

to study principles, of the bureaucratic interference by inspectors and examiners. But these hindrances are universal in their nature, and affect progress in all parts of our professional work as much as in this special field. Inspectors on the whole are more in sympathy with reform than the majority of teachers.

(3) The proper place of 'conversation' is first and last, and everywhere, for language is, and always was and will be, conversation!

7. One word as to the possibilities of teaching in the higher forms. It is obvious that in England we cannot at present take our scholars far enough to enable them to read (I mean genuine reading, without construing) aloud a foreign author at sight, and discuss him in his language with our class; the higher examinations will not permit us the necessary freedom. But Mr. Storr (p. 197) denies that this can be done or that it should be attempted. Now, is he right as to the facts? I appeal to the many readers of this journal who have visited any time this last twenty years the highest classes in Gymnasien, Realschulen or Oberrealschulen; and to the evidence afforded by that fine edition of English and French classics in the new 'Reform Bibliothek,' used, as the publishers' advertisement shows, in hundreds of the best German schools. If our University and other examining Boards would get copies of these books, and realize *what they mean* as a method of study, we might have a revolution in modern language syllabuses as great —and as troublesome!—as that effected recently, when Mr. Gerrans and Mr. Keynes so suddenly decreed the abolition of Euclid.

IX.

MR. M. P. ANDREWS (*Bolton*).

The Board of Education has recently, in its Report on French and German Assistants for English Secondary Schools, thrown out the following hints for our guidance in the teaching of conversation:

'In the ordinary class-work the conversational aim must always be strictly subordinate to the instructional; and the limits of the time-table will hardly ever more than suffice for the methodical acquisition and effective command of that organized knowledge of the language which it is the aim of the instruction to secure.'

Does this mean that the imparting of the power to speak the foreign language is not part of instruction?

At any rate, the wording strikes one as unfortunate, inasmuch as it may tend to accentuate the artificial separation of conversation from so-called 'instruction'; and is not this separation exactly the cause of much weak modern language teaching at present?

Both conversation and 'instruction' suffer on this account. Conversation is relegated to an hour a week, or to a few minutes at the end of a lesson when the boys are tired. It then becomes either a futile pastime or an impossibly

difficult exercise in the application of grammar rules.

To base 'instruction' in modern languages on the sense of sight, rather than on that of hearing and on the muscular sense, is somewhat like blindfolding a child who can see, and teaching it to read with Braille type.

But supposing such an interpretation of the passage quoted from the report to be inadmissible, what then would the Board have us to keep in view as the chief immediate and practical ends of modern language 'instruction' in our schools? I take it that they are the following, and that I am justified in imagining that the Board would place them in the following order of importance:

1. The power to understand the written language and to read it aloud intelligently.

2. The power to write the language.

3. The power to understand and to use the spoken language.

Personally, in school teaching, I should put the last of these three ends first, because I look upon the power to understand and use the spoken language both as the chief and quickest means to the two first-mentioned ends, and also as a very important end in itself.

With regard to end No. 1. We have learnt by experience that a long cultivation of the power to understand the written language does but little towards enabling us to speak or to understand the spoken language, and we are now learning, on the other hand, that if we can understand and use the spoken language, there is but little difficulty in attaching the sounds to written signs.

With regard to end No. 2. Almost all examining bodies allow a free composition to be taken as an alternative to translation into the foreign language. Surely, at least in all schools where a dead language is compulsory, we should, in the teaching of modern languages, turn this concession to good account. We have hitherto aimed too high and struck too low. Let us now aim a little lower and strike a little higher. Let us be content if we succeed in imparting to our pupils the power to write a free composition in grammatically accurate and idiomatic French or German on subjects with which they are familiar, or which are, at any rate, well within their grasp. If they can do this when they leave school, they will then be in a better position than heretofore to tackle later on the extremely difficult 'mental gymnastic' of translation into the foreign language.

To this end, then, our first business is to build up a *Sprachgefühl*.

The old methods have taught us that a careful training of the eye, combined with a limited training of the ear, is insufficient for the creation of this Sprachgefühl.

We have only to compare the written work of those who can speak a language and those who cannot, to realize that both the

ear and the muscles of the vocal organs play an extremely important part in the matter.

The old methods may have imparted the power to write grammatically correct French or German, but they failed signally, with but rare exceptions, to teach idiomatic French and German, because they failed to train the ear and the tongue.

We are forced, then, to the conclusion that, in order to be able to write idiomatically, we must be able to speak idiomatically.

Hence end No. 3 is the royal road to ends Nos. 1 and 2.

We can hardly claim to be able to speak idiomatically unless we can speak grammatically.

It is now generally admitted that grammar should be looked upon as a means to an end, and not an end in itself, and, further, that it should, as far as possible, be learnt inductively from the language.

What better material can we have from which to educe our grammatical rules than words and phrases which, from constant usage, are at the tip of our tongues?

The rule once formulated, how can its application, in the first instance, be more rapidly effected and better controlled than by oral exercises?

I am not arguing that the training of the sight should be neglected—I am merely advocating that, in the teaching of living languages, the usual order should be reversed. First the sound, and then the sign.

Again, so little provision is made in our school curricula for the training of the ear and tongue, and so much for the training of the eye, that, unless modern language teaching, including the teaching of English, comes to the rescue of the former, we shall continue to turn out from our schools their present lopsided products.

End No. 3 is, then, not only a means to ends Nos. 1 and 2, but is an end in itself, inasmuch as it involves an ear and tongue training.

Again, the possession of the means to a ready interchange of thought with foreigners may surely be considered an end in itself, and more especially in a country like England, whose inhabitants, owing to their pursuits and national characteristics, stand much in need of such intercourse.

The question, then, resolves itself into one of time. Our object is to build up in our pupils a Sprachgefühl. Let us suppose then, for the sake of argument, that a boy spends on an average four hours per week in the modern language class-room, working at a given language, and that he has two hours for home-work in that subject; further, that he sleeps seventy hours per week. He has ninety-two hours left. These ninety-two hours he spends in speaking, thinking, or dreaming in English! How, then, can we turn our four hours of class-work to the best account? By burying ourselves as far as possible in the foreign tongue.

With pupils learning Latin or Greek, translation into the foreign tongue should be left to the dead language.

Translation into the mother-tongue should be but an occasional, and then entirely isolated, exercise. Chopping and changing from the one language to the other is detrimental to pronunciation, and fatal to interest in the subject-matter, as also to the acquirement of a Sprachgefühl.

As a test of comprehension or as a means of explanation, translation should be but a last resource.

My experience, as far as it goes, leads me to imagine that few subjects are more easily discussed in the foreign language than grammar.

Much of the oral work will naturally be based on the reading material, and should then consist, not only of question and answer, but, in large measure, of the reproduction of whole paragraphs.

Whenever possible, oral work should be crowned at once by written reproduction, before the sound and muscular impressions fade. Here the blackboard comes to our aid.

P.S. Since writing the foregoing, I have read the contributions to this discussion in the November number. Mr. Smith's article suggests the following comments. The methods that Mr. Smith recommends seem to make little provision for developing the power to think in the foreign language. He would apparently fall back on English whenever the pupils are in difficulty. He would have them helped out 'copiously with lucid English.' It is perfectly true that, in the early stages, the pupil, when guessing at the meaning of a new word or expression, translates mentally. But if he gives oral expression to this mental translation, or if he hears an English translation, surely it becomes harder to break the association later? The more senses we bring into play, the more indelible becomes the mental picture, and the more likely to recur, when the train of association is started.

Mr. Smith says it is 'useless to harry the pupils at every turn with explanations in the foreign tongue—explanations which are liable to be just as difficult as the original difficulty.'

Surely it is the teacher's business to see that the explanations be less hard than the original difficulty. If they are not, it is not the method that is to blame, but the teacher, or the conditions under which he works.

It is often impossible to explain by a definition, but perfectly possible to do so by using the word or expression in a suitable sentence, by gesture and action, or by a hasty sketch on the board.

If such means fail, or would unduly waste time, by all means use English. One often falls back on translation from lack of foresight. The new words and difficulties of a piece of poetry, for example, which has to be learnt by a class of beginners, should be simmering for da s beforehand in the teacher's

brain, and should be casually introduced, one by one, into conversation work, so that when the new piece is recited to the class, the difficulties have already been conquered.

Mr. Smith, however, points out a real danger when he says that it is 'useless to drive them' (the pupils) 'off at a tangent every time an unknown word occurs.'

Surely this danger can generally be avoided, in the case of reading material, by an oral preparation of the piece, so that when it is read the train of thought is uninterrupted.

Lastly, Mr. Smith believes it to be impossible, working on conversational lines, 'to teach a boy both to talk French and to understand French literature by the end, say, of his fourth year.'

The expression 'to understand French literature' is somewhat vague; but I believe it to be perfectly possible to impart in four years both a fair conversational power and also the ability to read, with pleasure and without very great difficulty, moderately hard literature.

I know of English boys taught on conversational lines—with but very little recourse to the mother-tongue—who, some in their third year, others at the beginning of their fourth, have already begun to read in class such books as 'Minna von Barnhelm' and Tolstoy's 'Volkserzählungen,' and who have a very fair conversational power. I see no reason why they should not, at the end of their fourth year, be in a position to read a great deal of German literature, without too frequent recourse to their German - German dictionary.

X.

MR. D. L. SAVORY (*Goldsmiths' College*).

I intend to confine myself to the first point, to which you, Mr. Editor, have requested contributors to this discussion to direct their attention.

I have always observed that the majority of the 'complaints made against the use of conversation in modern language instruction' are put forward by those who are unable to speak the language which they are trying to teach. These objectors may be roughly divided into two classes:

(1) A 'sort' of modern language 'specialist.'

(2) Masters who teach French or German only because they are compelled to do so, in order to fill up their time-table.

1. Of these two categories, the 'sort of specialist' is the more dangerous. He has probably taken Honours at the University in some French or German examination, which either did not provide an oral test, or, providing, left it optional, so that the 'sort of specialist' escaped it. Immediately after the examination he becomes a French or German teacher in some school, without having visited France or Germany, and without being able to understand the spoken language. It has occa-

sionally happened that a man who has passed in English and German only, has obtained a post as French master on the strength of his 'modern language degree.' To such a man conversational methods are *anathema*. He says that they have all the vices. They are parrot-like, they lead to neglect of the irregular verbs, fail to teach syntax, and do not possess any educational value.

It was once my lot to have an *expert* of this kind to examine my form in French. The paper consisted of English sentences for translation, and questions on peculiar plurals and feminines, some of which are unknown even to educated Frenchmen. One pupil, who had not heard a remark of the examiner, ventured to say, 'Plaît-il, monsieur?' The reply was, 'I don't understand what you say. Are you talking about a plate? *Do* speak English.'

2. The second class of objector to conversation is infinitely superior to the first. It consists largely of classical scholars, who are compelled to teach their forms French, because the school time-table will not allow of anyone else doing so. They do not profess any knowledge of the language, and would frankly admit that oral methods were the better, while regretting that they themselves were unable to employ them.

But, apart from the objections of non-reformers, another complaint is often made, which, it must be confessed, is well founded. It is that conversational French or German is extremely exhausting to the teacher. Under the old translation system, one boy was put on to construe into English, another boy corrected him from time to time, and the strain on the master was reduced to a minimum.

Compare this with the reform method, under which the master is on the *qui vive* the whole time, because the success of the lesson is entirely dependent on his skill and energy in directing the conversation. I have found by experience that two hours' teaching of mathematics is far less fatiguing than one hour of French. Head-masters are beginning to realize this fact, and to take it into account in allotting lessons among the different members of their staffs.

XI.

Mr. Samuel Smith.

I should like to join issue with Mr. F. Storr as to his opinion that the French classics are best studied by translation, and that, generally speaking, the method of 'French through French' should be relegated to a secondary place in higher forms. Surely this involves an ignominious surrender of hard-won territory—capitulation on the eve of victory? If the conversational powers acquired by untold efforts are not to be used for the explanation of the French classics, of what use are they, and why should modern language masters embark, to their infinite cost, upon an enterprise which is all to end in talk about the weather with the waiter? So far from thinking that 'French

through French' should be abandoned in the higher forms, I believe that it is precisely in these forms that it begins to be fully possible, and to have genuine educational value. One of the chief aims of oral methods, educationally speaking, is to render possible 'Lectures Expliquées,' in which the language of comment and discussion shall be that of the text studied. Certainly, if a class is reading, say, a scene from Molière, a rapid translation into English is advisable, but this is to be regarded merely as a preliminary to the serious study of the text. The detailed elucidation of verbal difficulties, the appraisement of the literary value and dramatic merits of the scene, the bringing out of its dominant ideas and of the plan on which it is constructed, the task of showing the relationship of the particular passage to the whole work and of the whole work to the literature of the time, historical, biographical and philological explanations, discussion on style and versification—all this is still to follow, and if it is impossible to conduct the bulk of it in French, the class should certainly not be reading Molière.

The French method of approaching classical texts is not so common in our schools as it ought to be. A closer acquaintance with it would benefit not only teachers of the French language, but also teachers (and examiners) of English literature. In this country lessons in English literature are liable to take the form of 'cours d'histoire littéraire,' or worse. 'We are doing English literature now,' a boy said to me once. 'What is that?' I asked. 'Oh, all about the authors, where they were born, and when they died, and what they wrote, and spotting quotations and swotting up plots.'

In France the literature lesson provides a severe intellectual gymnastic, in which a constant demand is made upon the æsthetic and logical faculties of the pupil. I suppose that one of the most competent masters of the 'Lecture Expliquée' is M. Brunot, of the Sorbonne. None of those who have had the privilege of studying under his guidance can ever forget how extraordinarily illuminating his lessons were. To those who are anxious to gain an idea of the method in its application to schools, I recommend *Explication des Textes Français* (*Principes et Applications*), by A. Dubrulle (Paris, Belin), and *Cours de Lecture Expliquée*, by L. Robert (Colin), especially the former.

MY LITTLE FRENCH CLASS.

'NEVER rob a child,' says Pestalozzi, 'of his sacred right of discovery,' a maxim expressed by us in the simpler terms: Never tell a child what he can find out. This seems a perfectly clear statement; it is therefore strange that some who are interested and experienced

in method should read into it the absurdity: Never tell a child what he can *not* find out.

Among these the author of a booklet containing much that is useful finds it necessary to hold up what Pestalozzi did *not* say to the ridicule of her readers, by showing that a child cannot find out whether the sun goes round the earth, or the earth round the sun, or sometimes one and sometimes the other, as suggested not many years ago by a baffled examinee.

Obviously there are matters which appeal more directly and forcibly than others to a child's faculty of experiment and invention. Natural history offers him great scope, human history very little. It is a tale to be told; and though every year brings its treasure of new discovery in history, fresh sources of information, unburied records, proof or disproof of facts or tradition, these are all inaccessible to the child. For Pestalozzi had the child in his mind; and surely, of the knowledge which the race through unnumbered ages has slowly piled up, the child has a sacred right to as much as, his age and mental development considered, he can grasp and retain without encroaching upon the time and faculty requisite for such as he can discover for himself.

To what extent does a foreign language afford scope to a child's sacred right of discovery? It is full of infinite opportunities. A child can find out the meaning of everything said to him, and that not only in a vague and general way; he can find out the meaning of nouns and verbs, and also of conjunctions, adverbs, prepositions, etc. Thus: 'Tom est sage, mais il est toujours enrhumé. Mary est intelligente, mais elle est désobéissante. Que veut dire mais?' Half the class will answer 'but.' 'La marguerite est une fleur, le muguet est une fleur aussi. Que veut dire aussi en anglais?' No hesitation—the children all know. 'Charles, assieds-toi entre Ethel et Doris. Que veut dire entre?' Charles understands perfectly.

Reading, begun at the very first lesson with a word or two, offers endless possibilities to the child's natural love of finding out. As reading and talking on the same subject is the best way of deepening vocal impressions, my reading lessons are always repetitions of the object-lesson, with the introduction of a few new words frequently repeated, and so chosen or placed that the bright children in the class cannot fail to understand them.

At the same time, it is necessary for the teacher to make sure that every child does know the English equivalent, and it is often desirable that one of the less intelligent of the pupils should translate the little reading lesson. This bit of translation (if necessary) should be done early, and then the children read singly, in groups, or altogether, over and over again, the passage written on the black-board. Of course, the reading-lesson should always be read aloud first by the teacher, so that the girls and boys

have a chance of imitating a correct pronunciation.

To find out the meanings of new words a little guidance is required. Many a time nothing more than asking the class the English of the syllables, thus: Tou-jours, De-bout, Vau-rien. Two of my little girls (bless them!) had no difficulty in seeing that *rien* meant 'nothing,' and *vau* 'good for.' Again, the children soon observe the permutation of letters—*s* for *é* initial (*étable*, *étrange*) *g* or *gu* for *w* (*guerre*, *guêpe*) *ch* for *k* (*poche*, *champ*) *ss* for *sh* (*brosse*, *pousser*), *u* for *l*, etc.—so that later on a learner practised in this sees at once scaffold in *échafaud*, wicket in *guichet*, and even starling in *étourneau*. This permutation of sounds occurs in every language introduced to the child's study in our schools, and is one of the greatest helps in the acquisition of a vocabulary.

The substitution of the original letter or letters for any one of the three accents is often a key to the meaning of a word, and a word so treated is generally remembered. For this is the great difficulty, the acquisition of a *permanent* stock of strange sounds, and we must seek help in every possible direction.

We are all aware of the natural method by which the memory works to make impressions permanent—by association; and we must associate a new sound in a child's mind to some vocal impression already fixed whenever it is possible. Thousands of words are common to English and French, and there are thousands more where the change is slight and the identity or relationship easily detected.

A little boy in my class, during a lesson on snow, saw at once that *pelotes* were pellets. The teacher must be present to prevent false associations, so treacherous are the turns taken by words in the long lapse of time. Inference should be largely used in understanding. 'Il pleut à verse, ne sortez pas sans parapluie.' A bright child will infer the meaning of *parapluie*, even if heard for the first time. But in this climate *parapluie* is one of the first words heard, for, entering the classroom and standing up purposely to teach with this inevitable encumbrance in your hand, if you call out, 'Mettez mon parapluie dans un coin,' two or three will spring up at once and obey the command, not because they understand the words, but because they see your embarrassment, and know that only in a corner will the umbrella stand. French abounds in diminutives; these belong to the things the children cannot easily find out; they require a little steering, but it is a help in understanding a word to know that *eau*, *elle*, *on*, and *onne* *et* and *ette*, and others, have this original use, even though, as in many cases, such as *plateau* (tray) and *plateau* (plain), the original force of the second syllable is ignored. Double diminutives arise from this cause — for instance, *garçonet* and *mignonnette*. If children were taught the meaning and force of English prefixes and

affixes, what a help it would be in studying French, Latin, German, and many other European tongues! These various ways of finding out the meanings of unfamiliar words will lead, some may fear, to the habit of random guessing. It should not. Insist upon a reason for any answer offered; that makes the distinction between random guessing and thoughtful finding out. As regards the grammar, the pupils soon discover, if they speak and read, the common changes and arrangements of words. How can they help knowing the formation of the plural? How can they help seeing the place of the adjective, of the pronoun, etc.? But they will not find out the agreement of the adjective with nouns of both genders, and they are puzzled when, the girls having said, 'Nous sommes petites,' and the boys, 'Nous sommes petits,' you ask them to stand up together. 'Nous sommes petits' we teach them to say, even if the boys are so inferior in intelligence and size that the girls cast a look of scorn upon them.

'I am waiting,' once said a lady, whose lessons in German were a model of scientific method—'I am waiting until the children, or one of them, ask me—when we say *der* and when *den*, another instance of honour to the masculine.' During my short attendance at her class, none asked and none were told; but if her method had been practised in every subject all through the school, the question would have been put long before.

To work with children on certain lines in modern languages *only* places both teacher and taught at great disadvantage. Where children are told to remember and reproduce and nothing more, whoever expects them to observe and reflect has a hard task.

In fact, after a few years of mere memory work the unexercised faculties become so deadened that children of seven and eight are more intelligent and more responsive than those of thirteen and fourteen.

I was struck by this one day when, trying to pull down a heavy window-sash, I called to two big girls, 'Aidez-moi.' They stared, looked at each other, and remained motionless. Some little children of seven and eight coming in responded at once to my 'Aidez-moi,' and, climbing on the desk, pulled down the refractory sash with all the might of their small arms and hands.

When children have spoken correctly and read much, they know all the principal forms of the irregular verbs, and great is their interest when called upon to arrange them in the grammarian's paradigm. The grammarian's paradigm is one of those inventions which no *child* would ever find out; therefore the teacher must make the framework and supply the nomenclature.

It has often been objected that this kind of teaching is slow, and occupies too much time. It is slow, and requires an enormous amount of self-restraint and patience.

It is extremely slow at first, but in the long-run it is rapid. In four or five years of daily lessons, without preparation, the children know French to this point: they can understand and speak, read of its literature anything suited to their years, write notes and letters correctly, and pass a *reasonable* examination. But this is not all. They will have formed certain mental habits essential to the acquisition of any other language, and, at the same time, they will have developed an astonishing amount of intelligence. What is it teachers want to make their work easy, rapid, stimulating, interesting? Intelligence in the taught. Therefore, let us arm ourselves with self-restraint and patience, with courage and faith, and we shall see of the travail of our soul and be satisfied.

Pestalozzi is amply justified. What is found out is remembered with pleasure. What is merely heard or told by teachers or books is often speedily forgotten. To awaken and exercise the mind means the equipment of the child with intelligence for every use in life, a more precious gift even than the gift of tongues.

MRS. E. MIALL.

SUGGESTIONS FOR A MODERN LANGUAGE CURRICULUM.

THE November number of the *Circular to Members* issued by the Assistant Masters' Association contains a 'Report by a Special Subcommittee of the Education Subcommittee on an Ideal Curriculum in Modern Languages,' and the editor has courteously allowed us to reprint this Report. We do not doubt that it will give rise to much discussion, especially as it goes very far in the direction of the reform movement.

(The sub-committee consisted of Messrs. A. Hargreaves, W. G. Hartog, H. L. Hutton, A. M. Saville, A. A. Somerville, and the following co-opted members: Messrs. C. Brereton, W. Rippmann, and F. Storr.)

The Committee desire, in the first place, to express their conviction that the object of teaching modern languages, as of all teaching, is primarily educational and not merely practical. The teaching should be directed towards broadening the minds of the learners and giving them some definite knowledge of the manners, customs, and habits of thought of foreign peoples. It should give them some acquaintance with the chief literary masterpieces and the history of foreign countries, and should equip them with a certain degree of fluency in expressing themselves in foreign languages, both orally and in writing.

The following general principles were agreed to:

1. The success of the instruction depends on a good grounding in the mother-tongue, which should give at least the power of expressing oneself on simple subjects in fluent and correct English, and, so far as grammar is concerned, of discriminating the parts of speech and analysing a simple sentence. The training in English should not be neglected at any

stage of the school course. (See Report of Education Sub-Committee of I.A.A.M. on Teaching of English.)

2. The second foreign language (modern or classical) should not be begun until the first has been taught for at least two years. At first the teaching should be intensive—*i.e.*, a period of thirty to forty-five minutes should be given to it daily. The amount may be diminished when a further language is taken up, and the period may be extended with older pupils, but not beyond the hour.

3. It is advisable to let French or German be the first foreign language, and not to let pupils begin Latin before the age of twelve.

4. The teacher should have a knowledge of the application of phonetics to the teaching of modern languages. The use of phonetic script by the pupils may be left to the discretion of the teacher.

5. It should be the ideal of the teacher to introduce as little as possible of the mother-tongue into the French* lesson. It is, however, recognised that circumstances may make it advisable to call for an English rendering to insure comprehension by the whole class.

6. The grammar should be taught in close connection with the texts read, and the method should, as far as possible, be inductive. Applied grammar is recommended for purposes of practice. The grammatical terms may be given in French where the terminology of the two languages is similar.

7. No modern language teacher should do more than twenty hours' class teaching and four hours' corrections a week.

8. It is highly desirable for the smooth working of the syllabus that no pupils be introduced into the class, either from other schools or from lower forms, after the year's course has begun.

9. No pupils should be entered for an outside examination in a foreign language before the end of the first two years of instruction, or before they have reached the age of fifteen.

10. The upper limit of numbers in a class should be twenty-five.

For purposes of convenient arrangement, the syllabus of work in the first modern language is divided into three stages:

1. The first or elementary stage, covering the first and second years of instruction.

2. The second or intermediate stage, covering the third, fourth, fifth, and sixth years of instruction.

3. The third or advanced stage.

In the case of the second modern language learnt the progress would be more rapid, and the time given to the first and second stages correspondingly shorter.

Elementary Stage (age of pupils, 9-11 or 10-12, in the case of the first foreign language). The main objects at this stage should be to enable the pupils to acquire—

1. A good pronunciation.

2. Fluency in the use of a fair vocabulary of serviceable words.

3. Ease in the application of the elementary accidence and syntax of the foreign language.

4. A sympathetic attitude towards the foreign nation.

A suitable text-book can do much towards the attainment of these objects. It should contain matter of interest to the young pupil, properly graduated from the point of view of vocabulary and grammar.

The pupil will become familiar with the text by means of question and answer, which should at first follow the text very closely. All passages should be read over by the teacher before being repeated by the class, either singly or in chorus.

The teacher should enliven his teaching by the use of objects, pictures, maps, etc. If pictures are used, care should be taken that the 'local colour' is correct; hence the same pictures will rarely serve for

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* In what follows, the statements made with regard to French are to be taken as, in most cases, applicable to German and other foreign languages also.

French as well as German. Much of the teaching will be oral at this stage; but the pupils should not be left in ignorance of the written form of the words used in the course of the lesson. Teachers and pupils alike should make frequent use of the blackboard.

If dictation is introduced, it should contain only words and phrases already used.

With regard to grammar, care should be taken not to teach exceptions as such, nor to avoid them when they are of frequent occurrence.

The homework or preparation (if any) should consist in the application of knowledge acquired during the lesson, and in learning by heart. For the latter purpose dialogues are particularly suitable; but simple poetry may also be learnt, especially if it can be utilized for singing.

It is found helpful to give all class directions in French; and French names may be given to the pupils.

INTERMEDIATE STAGE.—For the first half of this stage the following recommendations were made.

The teaching by means of objects and pictures now becomes of less importance, and texts not specially prepared for beginners will form the centre of instruction.

In the choice of text-books the following principles should be observed:

1. The subject-matter should be French; at this stage it is, however, not desirable that the attention should be exclusively concentrated on 'Realien.' The text should not contain too many grammatical difficulties or too large a vocabulary. It should be either a continuous story that can be read in a term, or a number of short stories; it may be convenient to use the two side by side. Books of very short extracts are not recommended at this stage.

2. The notes should consist of necessary explanations of the subject-matter. They may well be in French, and at the foot of the page. The treatment of elementary points of grammar should be left to the teacher.

3. There should be exercises on the vocabulary (in which word-formation should not be neglected) and on the accidence and syntax. There should also be questions on the text in the foreign language.

4. Opinions are divided as to the use of a dictionary or special vocabularies at this stage. Many teachers object to them, owing to the encouragement they give to the mechanical looking up of words, which by a slight effort the pupil might recall unaided. If a vocabulary is given, it should be complete, or the principle on which words have been omitted should be clearly stated.

The translation of difficult passages in the reader into English may be desirable to insure accurate understanding of the text, and very occasionally translation may also be resorted to as an exercise in English style rather than as a regular element of the French instruction.

Re-translation based on the text, and consisting of continuous passages of simple and unimpeachable English prose, and not of disconnected sentences, has been found advantageous in certain cases, but is by no means necessary at this stage.

Free composition may now be begun. To a considerable extent it may be based on the reader, and should at first consist of simple narrative or dialogue, the matter of which has been talked through by teacher and pupils in class.

The dictation exercises should contain nothing either in grammar or vocabulary with which the pupils are not familiar. It may be added that dictation may be considered worthless if not carefully corrected.

The homework should as a rule be set on what has previously been gone through in class. Exercises might consist of a revision of text and such questions on the vocabulary and grammar as have been suggested above. Carefully selected poems may be given occasionally to be learnt by heart, due attention being paid to intonation. Short simple plays may also be learnt by the pupils, and acted in class;

it is advisable to let all the pupils learn the whole play, so that they can take the parts in turn, and that all may have equal opportunities.

For the second half of this stage the following modifications are suggested:

There should be two readers: one for thorough reading, and an easier one for rapid reading, an important object at this stage being to give the pupils the power of reading rapidly and a taste for private reading in the foreign language. For this purpose the school library and the form libraries should contain French and German books, the subject-matter of which is interesting but not too hard. (Books of travel and adventure, biographies, boys' and girls' magazines, preferably with illustrations, are particularly suitable.) Pupils should be encouraged to use some such dictionary as the small 'Larousse,' and should have access in the form library to books of reference, including a good dictionary; there should also be dictionaries of idioms, and a good atlas. The class-room should also contain a clear wall map of the foreign country, and, if possible, good photographs of foreign towns, landscapes, etc. The last-mentioned would of course be valuable also in the earlier stages.

Whether at this stage the text should be prepared or taken unseen by the class may be left to the discretion of the teacher.

While much fresh knowledge of the grammar may be obtained from the text, it is now desirable to have a complete revision of the accidence, and to study the syntax in a systematic fashion. For this purpose a grammar should be used, which may be either in French (written for English pupils) or in English.

Poetry should not be neglected, and attention should now be given to the elements of prosody.

(In secondary schools of the second grade—average leaving age sixteen—the pupils of which are about to enter on a commercial or a technical career, a commercial or technical reader may well find a place towards the end of this stage. Some instruction may be given in the writing of letters, but there should be no definite instruction in commercial correspondence.)

Free composition, which may take the form of narration, dialogue, or letter-writing, should be practised frequently; much benefit is also to be derived from oral composition.

Many teachers employ re-translation of continuous passages at this stage, and occasionally give the translation of a piece of easy narrative as a test.

The conversational use of the foreign language is kept up by the discussion of the text read or of some prepared subject, preferably dealing with the life and ways of the foreign nation.

The pupil of average ability should at the end of this stage have read carefully several works of literary merit, and rapidly a small number of stories. He should be able to understand a French conversation dealing with simple topics, and should be able to answer with a certain degree of fluency and correctness and with fair pronunciation questions put to him in French; and he should possess a sufficient vocabulary and knowledge of grammar to enable him to write creditably a free composition on a subject within the range of his interests.

Advanced Stage.—This stage will be found as a rule only in secondary schools of the first grade (average leaving age eighteen or nineteen). The pupils begin to specialize at this stage, and on the career they choose will generally depend the amount of time available for instruction in the foreign language and the aspects of it to which attention is best given.

The arrangement of the work in French or German of pupils specializing in modern languages or modern history may be left to the discretion of the specialist to whom it must necessarily be entrusted. Modern and classical authors will be read, due regard being paid to questions of literary

history, style, and prosody arising from the works read. Considerable attention will be paid to the life and ways of the foreign nation. Only the elements of historical grammar are to be taught at school.

The pupil of average ability, in whose curriculum during the last years of school-life (age sixteen to nineteen) special attention has been given to French, should have read several classical plays and some prose of the seventeenth century and complete works of representative modern writers, with due regard to the literary aspects of these works; he should have some knowledge of the political and social history of France; he should be able to read with ease modern prose and verse of ordinary difficulty; he should have a good working knowledge of grammar (with the elements of historical grammar) and of prosody; he should be able to translate French into idiomatic English, and to write simple French; and he should be able to understand the spoken language, and to carry on an ordinary conversation with a certain degree of fluency and correctness and with a fair pronunciation, so that a stay in France of two or three months might reasonably be expected to give him considerable fluency in the use of the spoken language, without the necessity of unlearning faulty habits.

Pupils specializing in commercial subjects should not be taught the foreign language exclusively from the commercial point of view; some of the time available for modern languages should still be devoted to the reading and discussion of works of pure literature.

Pupils specializing in other subjects will have but little time for modern languages; in many cases it will only be enough to enable them to read foreign works bearing on their special subject. Thus, classical students may read books like Coulange's *La Cité Antique* or Boissier's *Cicéron et ses Amis;* and students of science might begin by reading one of the selections from scientific writers which have been specially prepared for them. If the time can be spared, it is well for these pupils also to read some good general literature in the foreign language.

MODERN LANGUAGE ASSOCIATION.

THE seventeenth meeting of the General Committee of the Modern Language Association was held at the College of Preceptors on Saturday, October 28, 1905.

There were present the Chairman of Committee (Mr. F. Storr), Miss Partington, Miss Purdie, Messrs. Allpress, Breul, Cruttwell, Kirkman, Longsdon, Rippmann, Robertson, Somerville, Twentyman, Whyte, the Hon. Treasurer (Mr. de V. Payen-Payne), and the Hon. Secretary (Mr. W. Osborne Brigstocke).

The minutes of the meeting of February 4 were read by the Hon. Secretary, and confirmed.

The HON. SECRETARY, referring to the question of the return visit of our French colleagues, read a letter from M. le Professeur Ch. Garnier, in which M. Garnier said that our invitation had been received with much sympathy and appreciation, and that the question of a date was being considered by the Committee of the Société des Professeurs de Langues Vivantes. The Hon. Secretary was instructed to write and thank M. Garnier. There seems every prospect of definitely arranging the visit of our French colleagues in the near future.

Mr. R. H. Allpress, of the City

of London School, having been proposed by Mr. Somerville as successor to the Hon. Treasurer (Mr. de V. Payen-Payne), the CHAIRMAN said that, as it was the Hon. Treasurer's desire after ten years' service *donari jam rude*, he would second Mr. Somerville's proposal. It was unanimously decided that Mr. Allpress should take over the duties of the Treasurer as soon as it was convenient for Mr. Payen-Payne to transfer the accounts to him.

The HON. SECRETARY submitted the proofs of the new edition of the Rules and Regulations of the Association. The slight alterations in wording of a few sentences were confirmed.

The HON. SECRETARY informed the committee that the stock of lists of members was exhausted, and that it was proposed to issue a new edition of a smaller size to match the rules and regulations.

The CHAIRMAN seconded the motion, and it was adopted.

The Hon. Secretary was instructed to have the new list of members ready for the Annual General Meeting.

The late Hon. Secretary (Dr. E. R. Edwards, H.M.I.) was co-opted member of the Executive Committee.

A sub-committee (consisting of the officers of the Association, together with Dr. Edwards and Mr. Twentyman) was appointed to make arrangements for the Annual General Meeting, with instructions to report to the Executive Committee at the meeting on November 11.

The following new members were elected :

Mr. H. V. Waterfield, B.A., B.-ès-L.

Miss Power, M.A. (London).

Miss Rose E. Moylan.

Miss F. H. Birley.

Mr. Daniel Jones, B.A.

Mr. Oswald Byron Powell, B.A.

Professor ROBERTSON said that he regretted the delay in bringing out the first number of the *Modern Language Review*, but it had been impossible to keep to the date originally fixed (October 1), as the committee had not come to a final decision until late in the summer. As soon as he had information with regard to the number of subscribers to the *Review* he would lay it before the committee. He hoped that the sale would be large enough to obviate drawing to any great extent upon the guarantee fund. He had done everything he could to make the new journal widely known, and gave details showing how extensively the circulars had been distributed. In this respect he had been fortunate in obtaining the help of distinguished men, especially in America, and he hoped that the *Review* would have a large number of subscribers abroad. The Cambridge University Press were also doing their utmost to second his efforts.

The CHAIRMAN said that he was sure the Association would feel much gratitude for all the strenuous work which Professor Robertson had

devoted to the *Review*. He suggested that a considerable number of copies of the first number of the *Review* should be printed.

Professor ROBERTSON stated that it had been arranged to print 1,500 copies.

The CHAIRMAN asked the committee to make suggestions for the Annual General Meeting.

Professor ROBERTSON said that, if the committee desired it, he would approach the director of the German Theatre in London, with a view to finding out whether he would be willing to make special arrangements for a performance at the time of the Annual General Meeting. He also urged that some portion of the time should be given to papers of a scholarly nature.

Dr. BREUL considered Professor Robertson's suggestion with regard to a performance at the German Theatre an excellent idea, which should be most welcome to members attending the meeting. Perhaps it would be possible to arrange for a matinée, as the evening would be wanted for the dinner. He also supported the motion that scholarship should be adequately represented at the annual meeting, and urged the necessity for encouraging independent research work.

Professor ROBERTSON: Could not sections be formed at the general meeting, at which papers of interest to only a limited number could be read?

The CHAIRMAN: I think the Association is hardly strong enough yet. If papers were being read at section meetings whilst a general paper was being read, the attendance might be reduced to an undesirable extent. And it is hardly possible to extend the time of the meeting beyond two days.

Mr. KIRKMAN: I certainly think that the members of the Association who are interested in scholarship have a claim to a share of time equal to that allotted to those who are primarily interested in more practical questions. Might I suggest that a paper in French would be welcomed by a large number? Personally, I should like to hear papers from men like Professor Brandin.

Dr. BREUL: The question of time is a great obstacle. Could not some arrangement be made to allow those who are sufficiently interested in matters of scholarship to remain an extra day or two, or, at least, half a day? I believe that some of the University teachers, including myself, will like to attend the general meetings, in order to listen to papers on questions affecting the various aspects of school-teaching in which some of us are deeply interested. The Universities are fed—or should be fed—by the schools; University teachers ought to be in touch with the school teachers. I also believe that some of the practical teachers will be anxious to keep in touch with the general progress of French and German philology and literature, and will wish to attend some sectional meeting. For this reason arrangements should be made, so that the times when papers of interest for teachers and scholars

alike are read should not clash. Sectional meetings might perhaps be arranged tentatively for the afternoon of the second day. They would probably be more successful if the meeting was held, not immediately before Christmas, but about the middle of January. I believe that a start might very well be made to see in what way scholarship and research work can best be encouraged by the place assigned to it at our annual meetings.

Though I have no wish to hold up Germany as a model, I think that in some respects we should be well advised in copying what is done at such meetings as the Neuphilologentag meeting at Cologne (Whitsuntide, 1904). All the visitors were invited by the town to a performance of one of Shakespeare's plays at the theatre; and though this cannot be done in our case, at any rate a beginning would have been made if arrangements could be made for the special representation of a suitable German play, with tickets at reduced prices for members of the Association and their friends.

The HON. SECRETARY read letters from Miss Lawrence, Professor Moore-Smith, and Mr. Shaw Jeffrey, in which subjects were suggested for the Annual General Meeting. These letters were referred to the sub-committee appointed to make arrangements for the meeting.

The date of the next Executive Committee Meeting was fixed for November 11.

The forty-seventh meeting of the Executive Committee of the Modern Language Association was held at the College of Preceptors, Bloomsbury Square, on Saturday, November 11, 1905.

There were present the Chairman of Committee (Mr. Storr), Messrs. Kirkman, Longsdon, Milner-Barry, Payen-Payne, Rippmann, the Hon. Treasurer (Mr. Allpress), and the Hon. Secretary (Mr. Brigstocke).

The HON. SECRETARY read the minutes of the meeting of the Executive Committee on September 23, 1905, and letters from Mr. Cloudesley Brereton, Dr. Breul, and Professor Robertson, expressing their regret at being unable to attend.

The HON. SECRETARY submitted the suggestions of the sub-committee appointed to make arrangements for the Annual General Meeting, and read a letter from Mr. H. Bradley, in which he expressed his regret at being unable this year to read a paper on the 'New English Dictionary.'

After considerable discussion, the sub-committee was instructed to complete the arrangements for the Annual General Meeting.

Mr. LONGSDON proposed that a course of phonetics should be held in the month of January, 1906. He said that he had letters from several members of the Association asking whether some such arrangement could be made. He proposed that Professor Rippmann should be asked to hold such a course in

London under the auspices of the Association.

The CHAIRMAN seconded the motion, and Professor Rippmann consented to undertake these lectures.

A sub-committee was appointed to make the necessary arrangements.

The following new members were elected :

M. Eugène Perrot, B.-ès-L., City of London School, Victoria Embankment, E.C.

Mr. H. M. O'Grady, Dundee, Natal, South Africa.

ANNUAL GENERAL MEETING,

On Thursday, December 21, and Friday, December 22, 1905, at University College, Gower Street, London, W.C.

PROGRAMME.

December 21.

11 a.m. 'Assistance' (the interchange of teachers). Mr. W. L. PAINE, of Oundle School. Also Dr. H. F. Heath, Mr. F. W. Sanderson (Headmaster of Oundle), Miss Gray (Headmistress of St. Paul's School for Girls), Mr. W. G. Lipscomb (Headmaster of Bolton Grammar School).

Noon. 'L'Harmonie du Vers Français.' M. W. L. BRANDIN, Professeur à l'Université de Londres.

2.30 p.m. Business of the Association. Reports on the publications of the Association (Professor Robertson, editor of the *Modern Language Review*, and Professor Rippmann, editor of *Modern Language Teaching*.)

3 p.m. The President's Address. Mr. T. H. WARREN, President of Magdalen College, Oxford.

4 p.m. 'The Use and Abuse of Conversation in Modern Language Instruction.' Mr. F. B. KIRKMAN will sum up the letters published in MODERN LANGUAGE TEACHING.

4.30 p.m. Tea.

5 p.m. Discussion on Mr. Kirkman's remarks, opened by Mr. F. STORR, and continued by Mr. A. A. SOMERVILLE, of Eton College.

7 p.m. Dinner, Alexandra Room, Trocadero Restaurant, the President of Magdalen (Mr. T. H. WARREN) presiding.

December 22.

10 a.m. Committee meeting.

10.30 a.m. 'The Uses and Abuses of the International Language, Esperanto' (with reference to the article published in this number). Dr. R. J. LLOYD, of the University of Liverpool.

11.30 a.m. A paper by Mr. F. W. Bourdillon.

12.30 a.m. 'The Form Master System in Public Schools in Relation to Modern Language Teaching.' Mr. D. L. SAVORY, of Goldsmiths' College, New Cross. Also Miss Purdie (Headmistress, High School, Exeter).

Performance at the German Theatre, Great Queen Street. Reduced prices for members. Details to follow.

Members will be able to have lunch at University College if they desire to do so.

A SUMMARY OF THE GRAMMAR OF THE ESPERANTO LANGUAGE.

THE alphabet has in the main the signs and values of that of the A.P.I., but gives to *c*, *ĉ*, *ĝ*, *ĥ*, *ĵ*, *ŝ*, the values *ts*, *tʃ*, *dʒ*, *x* or *ç*, *ʒ*, *ʃ*. Vowels are always half long. Diphthongs are *aŭ*, *aj*, *oj*, *eŭ*, *ej*, *uj*. Accent always on penult, if there is one.

The noun has two cases, the one ending in *-o* and the other in *-on* in the singular number, but in *-oj* and *-ojn* in the plural. The *-o* case is used as subject to the verb, and after all prepositions. The *-on* case is used as object of the verb, and also to

express direction, duration, date, dimention, quantity, and generally as an accusative of respect.

The adjective has also two cases, the one ending in *-a* and the other in *-an*, and in the plural in *-aj* and *-ajn*. Ordinarily, noun and adjective agree in case and number in the usual way. The adjective and adverb are always compared by *pli*, 'more,' and *plej*, 'most.' But if either noun or adjective is *predicated*, it never takes the *-n*; *e.g.*, *Mi trovis lin bona viro*—'I found him (to be) a good man.'

The adjective or participle predicated of no noun or pronoun, but of an infinitive or a substantive sentence, changes its *-a* into *-e*; *e.g.*, *Bone estas havi amikojn*—'It is good to have friends'; *Necese estas ke vi iru tien*—'It is necessary that you go thither.'

The last example illustrates the application of the *-n* of direction to adverbs: *Tie* means 'there'; *tien* means 'thither.' So also *en Londono*, 'in London'; but *en Londonon*, 'into London.'

The cardinal numbers are: *Unu*, *du*, *tri*, *kvar*, *kvin*, *ses*, *sep*, *ok*, *naŭ*, *dek*, *cent*, *mil*, *milion*, and are indeclinable as adjectives, but quite declinable as nouns; *e.g.*, *unuo*, 'a unit'; *dudeko*, 'a score'; *dekduo*, 'a dozen'; *cento*, 'a hundred.'

The ordinal adjectives are *unua*, *dua*, etc.; the ordinal adverbs, *unue*, etc. Fractions take the suffix *-on-*; *e.g.*, *La duono de la nokto*—'The half of the night'; *la duona tago*, 'the half-day'; *duone farita*, 'half-done'; *tri kvaronoj*, 'three-quarters.'

Multiples take the suffix *-obl-*; *e.g.*, *Du estas la duoblo de unu*; *centobla kresko* (growth); *miloble plimultigita*, 'a thousandfold increased.' Collectives or distributives are formed with the suffix *-op-*; *e.g.*, *kvarope*, 'four at a time,' or 'four each'; *kvaropa eldonado*, 'a four-each distribution.'

In multiplying, our word 'times' is translated by the adverbial suffix *-foje*; *e.g.*, *Kvarfoje ses estas dudekkvar.*

The personal pronouns are: *Mi*; *vi* (rarely *ci*; Eng. 'thou'); *li*, 'he'; *ŝi*, 'she'; *ĝi*, 'it'; *ni*, 'we'; *vi*, 'you'; *ili*, 'they.' They make the direct object in *-n*, and so does the third person reflexive pronoun *si*, which is used also with the indefinite pronoun *oni*, both as direct object and after prepositions. *Oni* is, therefore, always the subject of its sentence, and equal to Fr. *on*.

These are the only words in Esperanto possessing any radical distinctions of gender. The name of the female is universally derived from that of the male by adding the suffix *-in-*; *e.g.*, *viro*, 'man'; *virino*, 'woman.'

The impersonal 'it' and the inverting 'there' in English are never expressed in Esperanto; *e.g.*, 'It is a sin to lie'—*Estas peko mensogi*; 'There are people who lie'—*Estas homoj kiuj mensogas.*

The possessive adjectives are formed quite regularly; *e.g.*, *mia*, 'my,' etc. They may be used substantively, either alone or with *la*; *e.g.*, *mia*, or *la mia*, 'mine.'

The verb is conjugated as under. The only auxiliary verb is *esti*, 'to be'; but it is perfectly regular, and its terminations may be used for every other verb. Verbs never differ for person, and only differ for number in the participles of compound tenses.

(*Mi*) *estas*, '(I) am,' etc.
—— —*is*, '(I) was,' etc.
—— —*os*, '(I) will be,' etc.
—— —*u*, 'be (I),' etc.
(*ke mi*) *estu*, '(that I) may be,' etc.
(*mi*) *estus*, '(I) would be,' etc.
esti, 'to be.'
don-anta, 'giving.'
——*inta*, 'having given.'
——*onta*, 'being about to give.'
——*ata*, 'being given.'
——*ita*, 'having been given.'
——*ota*, 'about to be given.'

Reckoning up the verb-resources of the transitive verb *doni*, we find that it has the same seven one-word tenses as *esti*, and $7 \times 6 = 42$ compound tenses. For each auxiliary tense in the upper list can be combined with each participle in the lower list to make an additional tense. Meanings are always ascertained by simply adding the

two meanings together. The perfect, *e.g.*, is never an aorist, as in French and Latin, nor the aorist a perfect. The latter is a frequent error.

The prepositions used to introduce the active subject after the passive verb are *de* for conscious agents, and *per* for unconscious things.

The participles take the adverbial *-e* ending when their force is predicative rather than attributive; *e.g.*, *Batate de la patro, la infano ekploris*—'Through being beaten by its father, the child began to cry.' (Note use of *la* for possessive, as often in French and Greek.) This *-e* form of the participle seems always to agree with the subject, though it evidently makes possible a construction resembling the ablative absolute.

The great majority of real adverbs are formed from adjectives by changing the *-a* ending into *-e*. The use of this form for ends not strictly adverbial has been twice already noticed.

But adverbs are also formed freely from noun and verb, and even from prepositional stems; *e.g.*, *okule*, 'by eye'; *okaze*, 'by accident'; *dume*, 'meanwhile' (*dum* = during). And there is a highly important class of radical adverbs and conjunctions which go back to nothing more fundamental than themselves. These, like all the rest of the vocabulary, are chosen on the principle that their sound recalls their meaning most forcibly to the larger number of civilized men.

To my present readers, *hodiaŭ*, *hieraŭ*, *baldaŭ*, *ankoraŭ*, *ankaŭ* (also), *almenaŭ*, *apenaŭ*, *preskaŭ*, will hardly need translating. Neither will the Latin *se* (= *si*), *sed*, *tamen*, *kvankam*, *jam*, *bis*, or *nek*; nor the Greek *kaj* and *nun*. French contributes *tre*, *tro*, *ke*, *ĉar* (= *car*), and *ne plu*, and perhaps *aŭ*, 'or,' and *do*, 'therefore.'

	Indefinite.	Collective and Distributive.	Relative and Interrogative.	Negative.	Demonstrative.
Adjectives of Quality.	**ia** some kind of any kind of	**ĉia** every kind of each kind of	**kia** which kind of Which kind of?	**nenia** no kind of no such	**tia** that kind of such
Adverbs of Cause or Reason.	**ial** for some \ cause; for any / reason.	**ĉial** for every \ cause; for each / reason	**kial** for which cause or reason. Why?	**nenial** for no cause for no reason	**tial** for that cause or reason; therefore
Adverbs of Time.	**iam** at some or any time; ever	**ĉiam** at each or all times; always	**kiam** at which time When?	**neniam** at no time never	**tiam** at that time then
Adverbs of Place.	**ie** somewhere anywhere	**ĉie** in each place everywhere	**kie** in which place Where?	**nenie** in no place nowhere	**tie** in that place there
Adverbs of Manner.	**iel** somehow anyhow	**ĉiel** each way every way	**kiel** in which way How?	**neniel** in no way nohow	**tiel** in that way thus; so
Pronouns of Possession.	**ies** somebody's anybody's	**ĉies** each one's everyone's	**kies** of which; of whom. Whose?	**nenies** no one's nobody's	**ties** that one's his, her, its
Pronouns: never adjective and never plural.	**io** something anything	**ĉio** each thing everything	**kio** which (thing) What (thing)?	**nenio** nothing	**tio** that (pronoun only)
Adverbs and Nouns of Quantity and Number.	**iom** any / some } (of it) (of them)	**ĉiom** all { (of it) (of them)	**kiom** as / How? } much many	**neniom** none { of it of them	**tiom** as / so } much many
Adjectives acting also as Pronouns.	**iu** some any	**ĉiu** each (singular) all (plural)	**kiu** which, who, what Which? who? what?	**neniu** no none	**tiu** that those

German contributes *ja* and *nur;* English, *jes* and *ĵus*, 'just' (of time).

But more important still are the adverbs in the table of nine lines and five columns (see p. 251), which contains also all the relative and demonstrative pronouns and adjectives.

No part of speech illustrates more the strenuous exactitude of the Esperanto language than the care which its best writers exert to use the right prepositions. Nothing is a better test of good Esperanto than the absence of *je*, the preposition-of-all-work, which Dr. Zamenhof has provided for the beginner and the ignoramus. *Per*, for example, means 'instrumentality'; *pro*, 'causality'; *por*, 'indirect interest'; *kun*, 'accompaniment'; *tra*, 'through space'; *dum*, 'through time'; *el*, 'out of'; *sur*, 'upon' (touching); *super*, 'over' (not touching); and so on to the number of thirty-four.

No account of Esperanto would be complete without signalizing its wonderful power of breeding new words out of its own body. The new words that are made by joining other words together, such as *skribtablo, dompordo*, etc., need little mention. But the formative affixes, of which only one has yet been explained, constitute a great part of the strength and wealth of the language.

Among these, *mal-* is an easy first. It converts every meaning into its militant opposite; *e.g.*, *bona*, 'good,' is converted into *malbona*, 'bad.' Distinguish it carefully from the weaker *nebona*.

Closely allied to *-in-*, the female suffix, is *-id-*, the suffix of offspring; and, compounding them, we get *-idin-*, the suffix of female offspring. Hence, *bovido* and *bovidino*, 'calf' and 'heifer.'

Next in importance come the intensive and moderating suffixes, *-eg-* and *-et-*. They are applied equally to nouns, verbs, and adjectives. In verbs, the implication of frequency is joined to that of smallness. In adjectives the force of *-eg-* is greater than that of *tre; e.g.*, *varmega* is not 'very warm,' but 'hot.'

Third may be put the active and middle (or reflexive) suffixes *-ig-* and *-iĝ-*. *Scii* is 'to know'; *sciigi* is 'to cause to know, to inform.' But *sciiĝi* is 'to inform one's self, to become informed.'

Then come *-ec-* and *-aĵ-*, forming names respectively of qualities and their concrete embodiments; *e.g.*, *boneco*, 'goodness'; *bonaĵo*, 'a good thing, an advantage.' The adjective, turned by *-o* ending into a substantive, is a middle term between these; *e.g.*, *bono*, 'a good.'

The active participle with *-o* is the casual doer of the act. The professional doer ends in *-isto; e.g.*, *razanto*, 'a man shaving'; *razisto*, 'a barber.'

Another useful verbal pair are the prefix *ek-* and suffix *-ad-*. The former indicates short or sudden action, the latter continuous; *e.g.*, *ekplori*, 'to burst into tears'; *ploradi*, 'to weep continuously.'

Another pair are *-ar-* and *-er-*, the former indicating a collective body, the latter a single individual of a collective body; *e.g.*, *arbaro*, 'a forest'; *sablero*, 'a grain of sand.'

Places for things end in *-ejo*, *-ingo*, and *-ujo*. The first is the more generic term; the second is the place appropriated to a single thing, which it grasps; the third is the holder of an indefinite quantity. Examples are: *lernejo*, 'a school'; *cigaringo*, 'a cigar-holder'; and *monujo*, 'a purse.'

There are about as many more, but they all appear in their alphabetical place in the dictionary. So no more need be said.

R. J. Lloyd.

SUBJECTS FOR FREE COMPOSITION.

It may be useful to teachers to have a selection of subjects recently set for FREE COMPOSITION. They may be classified roughly as follows:

School and Personal Experiences, etc.

Ein Tag aus meinem Schulleben.

Esprit de Corps in English schools.

Describe what you see on your way to school.

Die Schuljahre: ihre Annehmlichkeiten und Mühsale.

Décrivez votre sport favori.

A short account of a walk you recently took with a friend and an accident that happened to him.

Describe some pet animal you have; say who gave it you, how long you have had it, when you feed it, etc.

Racontez une des promenades que vous avez faites cet hiver.

Comment comptez-vous passer vos grandes vacances?

Erzählen Sie das merkwürdigste Ereignis, das Ihnen je begegnet ist.

My ideal holiday.

The English colony you would select if obliged to emigrate, stating the reasons of your preference.

Letters.

Schildern Sie in einem an einen Freund oder eine Freundin gerichteten Brief eine Landpartie, an der sie sich beteiligt haben.

On vous a donné l'adresse d'un jeune Français (ou d'une jeune Française) avec qui vous allez entrer en correspondance. Écrivez la première lettre.

Beschreiben Sie in einem Brief eine Ihnen bekannte Gemäldesammlung.

Erzählen Sie in einem Brief, welchen Beruf Sie erwählen wollen und welche Gründe Ihre Wahl bestimmt haben.

A day in an English country house (in the form of a letter to a foreigner).

Character Sketches, Historical Episodes, etc.

Karl I., König von England.

Der Charakter Gladstones, oder Cromwells.

Ein Vergleich irgend eines englischen Staatsmannes mit einem deutschen.

The qualities and characteristics most necessary in a public speaker.

The most desirable qualities in a magistrate.

The foreign nation you most admire.

Die Armada.

Die Schlacht bei Waterloo.

Welche Ereignisse führten zur Gründung des deutschen Reiches?

Deutschland als Seemacht.

Die Engländer als Meister der Kolonisation.

Der Englische Handel.

The great discoveries of the nineteenth century.

Der Krieg zwischen Russland und Japan.

L'entente cordiale.

Descriptions of Places, etc.

Das Britische Museum.

Die Hauptstrassen Londons.

Ein englischer Badeort.

Das Leben und Treiben auf einem Londoner Bahnhofe.

A journey from London to Edinburgh now and one hundred years ago.

Beschreiben Sie ein Ihnen bekanntes berühmtes Gemälde.

Miscellaneous.

Un beau jour du printemps.

Compare winter and summer and say which you prefer, and why.

Wintervergnügungen.

Vergleichung einer deutschen Weihnachtsfeier mit einer englischen.

Give some reason why it is useful for you to know the French (German) language.

Volkbibliotheken.

Das Leben eines Schillings.

Erzählen Sie die Fabel vom Fuchse und den sauern Trauben mit irgend einer neuen Anwendung.

A summary of one of Shakespeare's plays or one of Walter Scott's poems.

Edel sei der Mensch, hilfreich und gut! (Goethe).

Give every man thy ear, but few thy voice (Shakespeare).

FROM HERE AND THERE.

THE first number of MODERN LANGUAGE TEACHING contained no ambitious programme, no promises of epoch-making articles or striking novelties. Now that we have safely reached the last number of our first year, it may be permissible to consider what has been done. A glance at the index to the volume will show that we have brought articles of many kinds, and have received contributions from men and women well known to modern language teachers, and from others who are making for themselves a name. We have endeavoured to preserve strict impartiality, and to welcome the expression of all opinions if only they appeared sincere. It would be invidious to single out articles which seemed particularly valuable; indeed, the interests of our readers are so varied that perhaps no two would agree on this point. We may, however, make special reference to the Discussion Column, which owes so much to the energy of Mr. Kirkman.

❧ ❧ ❧

We had expected that MODERN LANGUAGE TEACHING would be exposed to a good deal of criticism, helpful as well as hostile. In this we have been somewhat disappointed. It is true that we have received kindly encouragement, especially from our educational contemporaries, for which we are very grateful. The members of the Modern Language Association, on the other hand, have not asserted their critical faculty as much as seemed likely; and it would argue consuming vanity on our part if this led us to assume that there was no fault to find with the way in which this organ of the Modern Language Association is edited.

❧ ❧ ❧

We are ourselves well aware of shortcomings, and shall not spare our efforts to make MODERN LANGUAGE TEACHING approach more closely to the ideal that is before us. One department in particular has been neglected—the reviewing of school-books; and in this respect we hope to effect an improvement in the coming year. Apart from this, we are anxious to give fuller information about matters of general interest—lectures, conferences, appointments, etc.; and we take this opportunity of appealing to the members of the Modern Language Association to send to the editor any items of news which they think suitable for insertion.

❧ ❧ ❧

It is with great satisfaction that we chronicle the appearance of the first number of our dignified sister, the *Modern Language Review*, and we offer our sincere congratulations to Professor Robertson and his staff, and our good wishes for the enduring success of the *Review*. The Modern Language Association now has probably the unique distinction of possessing two organs; and it is to be hoped that this may soon lead to a largely increased membership. Our

numbers have been growing steadily for some time, but we must not slacken in our efforts.

❧ ❧ ❧

We have heard some whispers of astonishment at the presence of an article on Esperanto in our columns. It is not denied that the language is modern; but the question is raised whether the Association should countenance its existence. Previous attempts at establishing an artificial language as an international means of communication have failed, and any fresh attempt is accordingly viewed with suspicion; but we are inclined to believe that Esperanto has come to stay, and that it will not do for us to close our eyes against it. Its progress has been so rapid, and, in the opinion of competent judges, so well deserved, that we are bound to examine its claims. Dr. R. J. Lloyd, a linguist and phonetician of very wide reputation, is an ardent supporter of Esperanto; and it is with much satisfaction that we print in another column his brief abstract of its grammar. Those interested in philology will not fail to peruse it carefully, and to admire the great ingenuity displayed by Dr. Zamenhof; and they will look forward keenly to Dr. Lloyd's address on Esperanto at our Annual Meeting.

❧ ❧ ❧

The Greek question at Cambridge occupied much space in our first number. A recent letter to the *Times* contained some statistics of the voting which are significant, and we think it well to place them on record. It will be remembered that the recommendation was that Greek should no longer be compulsory in the previous examination. The votes were — *placet*, 1,055; *non-placet*, 1,557. Of the resident voters, there were—

In favour	...	...	288
Against ...	...	...	240
Majority in favour			48

Of the total number of members of the Senate who voted, 1,591 were laymen and 1,021 were clergymen. Of the laymen, there were—

In favour	...	...	923
Against ...	...	...	668
Majority in favour			255

Of the clergymen, there were—

In favour	...	...	132
Against ...	...	...	889
Majority against			757

❧ ❧ ❧

The interest in the Scholars' International Correspondence shows no signs of decreasing. The latest development is the establishment of a bureau in Lund to enable Swedish scholars to participate. In Germany the system of *Rundreise* lectures has given a great impetus to the correspondence system. It is an arrangement for a series of readings of masterpieces in various languages; these are given in the schools of various towns by lecturers in their native language. Thus, the English selections are from Shakespeare, Longfellow, Mark Twain, Dickens, Macaulay, Byron, etc. During last September

readings were given by Mr. Gervaise Rentoul at Frankfort, Berlin, Dresden, Chemnitz, Plauen, and Vienna. The pupils who are to attend the readings previously make a careful study of the selected passages, so that full benefit may be derived from the recitation.

* * *

Mr. G. H. Clarke, second master at Hymer's College, Hull, a keen modern language teacher, to whom we owe some valuable editions of plays by Molière and other classics, and several works on French grammar, has recently been appointed headmaster of the new County School at Acton.

* * *

The Modern Language Association has arranged for a short course on phonetics, suitable for modern language teachers, to be held at the College of Preceptors from 11 to 12.30 every day, from January 8 to 12 inclusive. Professor Rippmann will conduct the class, which will be limited to twenty. The fee is 10s., and application should be made to Mr. W. O. Brigstocke, Hon. Secretary of the Modern Language Association, 31, Cornwall Road, Bayswater, W.

* * *

At Queen's College, Belfast, Miss E. A. McCallum (Modern and Medieval Tripos) has been appointed Assistant Lecturer in Modern Languages (French and German).

At London University, Mr. A. C. Wood has been elected to the Andrews Entrance Scholarship in Modern Languages.

At Gonville and Caius College, Cambridge, Mr. Allen Mawer, B.A., Research Student in English, has been elected to a Drosier Fellowship.

* * *

The Rev. G. A. Bienemann, M.A., British Chaplain at Neuchâtel, asks us to bring to the notice of our readers the Christmas Holiday Course at Chaumont, near Neuchâtel, and 3,750 feet above the sea. Some very attractive lectures have been arranged. Full particulars can be obtained from the Secretary, The Chaumont Committee, The University, Neuchâtel, Switzerland.

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly; the next number will be issued on February 1. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent to all Members of the Modern Language Association who have paid their subscription (10s. 6d.) for the current year. Applications for membership should be addressed to the Hon. Secretary, Mr. W. O. Brigstocke, 31, Cornwall Road, Bayswater, London, W.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 72, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. F. B. Kirkman, E. L. Milner-Barry, and A. A. Somerville.

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Modern language teaching

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